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AUTHOR	Casey, Tommye W.; D'Amico, Joseph J.
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ABSTRACT

This teaching guide suggests ways to help elementary pupils use an accompanying student instructional guide to learn about five of South and Southwest Philadelphia's ethnic groups. The title of the student guide is "History, Heritage, and Hearsay: A Children's Guide to Ethnic South and Southwest Philadelphia" (SO 013 690). Students, through readings and learning activities provided in the "Children's Guide," learn about the culture and history of Afro Americans, Irish Americans, Italian Americans, Jewish Americans, and Polish Americans. The program also involves students in examining their own ethnic background. The teacher's guide consists of three sections. The first section provides background information on using the program with youngsters. Topics in this section include intergroup understanding and tolerance in youngsters, current trends in ethnic heritage studies, ethnic heritage studies concepts in the program, and different ways to use the program. The second section suggests ways to help youngsters work through each learning activity. It also suggests how to expand and enrich activities. The final section contains a glossary of special terms, a resource guide of places to explore and examine in South and Southwest Philadelphia, and a bibliography of selected readings and other materials in ethnic heritage studies. (Author/RM)

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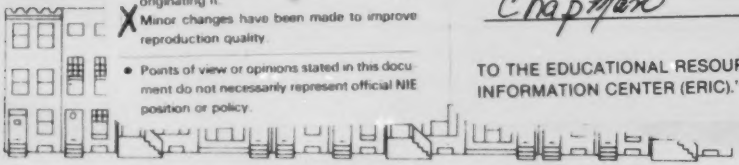

ED209139

USING HISTORY, HERITAGE, AND HEARSAY

Tommye W. Casey
Joseph J. D'Amico

Ethnic Heritage Studies Project

SO 013 689

Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

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Introduction

Using History, Heritage, and Hearsay is your guide to working with youngsters on *History, Heritage, and Hearsay: A Children's Guide to Ethnic South and Southwest Philadelphia.* It suggests how to help youngsters use their guide more effectively in learning about five of South and Southwest Philadelphia's ethnic groups.

History, Heritage, and Hearsay is an educational tool. It has three main purposes:

- Information—*History, Heritage, and Hearsay* is designed to provide young people with basic information about the history and heritage of five ethnic groups that have lived or are living in South and Southwest Philadelphia. These five groups—Afro-Americans, Irish-Americans, Italian-Americans, Jewish-Americans, and Polish-Americans—have all made important contributions to the City of Philadelphia. More importantly, these groups have made South and Southwest Philadelphia unique cultural areas of our city.
- Self-Discovery—*History, Heritage, and Hearsay* is designed to help young people learn about and investigate their own ethnic identities and the ethnic identities of others living in their neighborhoods. Particular emphasis is given to both the different and the common experiences of ethnic groups living in South and Southwest Philadelphia. The book also provides learning activities to help young people relate these experiences to their own lives and neighborhoods.
- Understanding—Although not specifically intended as a guide to human relations, *History, Heritage, and Hearsay* does raise youngsters' awareness of various ethnic groups. It provides historical and cultural information about these groups and encourages youngsters to compare and contrast past experiences and current conditions of these groups.

History, Heritage, and Hearsay presents the three kinds of information reflected in its name. First, from history-at-a-glance sections and detailed histories, youngsters will discover how and why each of the five ethnic groups—Afro-Americans, Irish-Americans, Italian-Americans, Jewish-Americans, and Polish-Americans—came to the United

States. Also, they will learn what each group experiences upon first coming to Philadelphia. Then from the descriptions of each group's ethnic heritage, youngsters will learn about some of the contributions of these ethnic groups to Philadelphia's culture and history. Finally, from fictional anecdotes (hearsay based on historical fact and personal recollections), youngsters will get a flavor of how each ethnic group's experiences affected everyday life in South or Southwest Philadelphia.

Interspersed throughout *History, Heritage, and Hearsay* are learning activities that help youngsters personalize the history, heritage, and hearsay of the five ethnic groups under study. As they work through these activities, they will acquire a better sense of their own personal and family history; their personal, family, and ethnic identity; and their personal place in their own neighborhood and city. More importantly, *History, Heritage, and Hearsay* will help young people acquire a greater understanding of those whose ethnic heritage differs from their own.

One important point that must be made here is that the *History, Heritage, and Hearsay* materials are not aimed at solving problems of human relations. They are *educational* materials which may also have some potential uses as human relations tools. We fully realize the importance of improved intergroup relations. In fact, one section of this supplement discusses that need. But research indicates that information about other ethnic groups is not, by itself, enough to improve intergroup relations.[1] Poor intergroup relations are a complex matter and caused by any number of factors. Lack of information is only one factor. With this in mind, we reiterate that *History, Heritage, and Hearsay* is not intended to improve intergroup relations. It is intended to improve youngsters' knowledge about their own ethnic group and to heighten their awareness of other ethnic groups.

Using History, Heritage, and Hearsay contains three sections. The first section provides background information on using *History, Heritage, and Hearsay* with youngsters. Topics in this section include:

- intergroup understanding and tolerance in youngsters
- current trends in ethnic heritage studies

[1]Pate, Glenn S. Research on prejudice reduction. *Educational Leadership*, 1981, *38*(4), 288-291

- ethnic heritage studies concepts in *History, Heritage, and Hearsay* and
- different ways to use *History, Heritage, and Hearsay*.

The second section suggests ways to help youngsters work through each learning activity. It also suggests how to expand and enrich activities.

The final section contains:

- a glossary of special terms used in *History, Heritage, and Hearsay*.
- a resource guide of places to explore and examine in South and Southwest Philadelphia and
- a bibliography of selected readings and other materials in ethnic heritage studies

We hope that you will enjoy working with youngsters as they learn about their ethnic heritage and neighborhood. We also hope that, along the way, you will explore your own ethnic heritage and neighborhood, too.

Section One: Background Information for *History, Heritage, and Hearsay*

Intergroup Understanding and Tolerance: Accepting Others from Different Ethnic Groups

As we noted earlier, *History, Heritage, and Hearsay* will *not*, by itself, solve problems of human relations. The guide is an educational tool: one that will provide youngsters with information about different ethnic groups and with structured opportunities for investigating their own and others' ethnicity. Experts tell us that learning more about other ethnic groups is only the first step toward accepting others from these groups.

Many forces influence our attitudes toward other ethnic groups. How members of a group are portrayed in the media, how individuals in a group appear to us in reality, and the kinds of experiences we ourselves have had with members of a particular group are all powerful forces. The most important influence on our attitude toward various ethnic groups, however, is the attitude of our role models. Role models are people we admire enough to imitate. For young children, the most influential role models are usually parents and older family members. Later, other adults, such as teachers, and friends become more influential. Most of our prejudices are acquired through daily contacts with prejudiced role models in our own ethnic group, rather than through contacts with individuals from other ethnic groups. We learn

about ethnic stereotypes from daily association with role models who have these misconceptions. Rarely do we learn about them from contact with the ethnic group being stereotyped. Most of us readily accept depictions of the lifestyles, social values, and human worth of other ethnic groups that are presented to us by role models.

As we change role models—from parents to teachers, for example—our attitude toward different ethnic groups can change as well. Likewise, as we learn more about various groups, our attitude can change.

History, Heritage, and Hearsay is based on a belief that education can change children's attitudes toward others. The guide encourages vicarious and real exploration of other ethnic groups. By reading the histories, heritages, and hearsays, youngsters will come to a better understanding of both their own ethnic group's experiences and the experiences of other ethnic groups. By doing the activities, they will enrich this understanding and relate it to their own life and world. *History, Heritage, and Hearsay* will help youngsters to:

- learn about themselves in order to appreciate others
- learn about individual differences among people in order to recognize similarities
- learn about and appreciate the many contributions different ethnic groups have made to Philadelphia's culture and heritage.

You, as adults working with youngsters on *History, Heritage, and Hearsay*, can benefit from the guide as well. Maybe you will recognize and become more aware of your own ethnic group's background. Maybe you will learn more about other ethnic groups. Either way, it is important that you recognize your own feelings about your own ethnic group and about other ethnic groups. Remember, your attitudes and feelings about yourself will affect youngsters' attitudes and feelings.

Current Trends in Ethnic Studies

We have included this brief discussion on trends in ethnic studies to help you to better understand some of the goals of *History, Heritage, and Hearsay*. Before you help youngsters

explore the ethnic diversity of South and Southwest Philadelphia, it might be useful to review some different views of ethnicity and some current trends in ethnic studies. This material should help you acquire a general understanding of ethnic studies which, in turn, will help you as you work with the youngsters.

There have been two major concepts of ethnicity in America. Each has had a different influence on how schools and society approach the study of ethnic groups. One is the "melting pot" concept; the other is the concept of "cultural pluralism."

The "melting pot" concept was first proposed by the English-Jewish author Israel Zangwill at the turn of the century in his play, "The Melting Pot." In Zangwill's play, America was a nation where unique ethnic characteristics blended, or melted together to form a new American identity. People were somehow better Americans because they exhibited the best characteristics of all ethnic groups and cultures. Uniqueness and individuality were suppressed in favor of a true cultural synthesis. In reality, advocates of the melting pot concept saw this synthesis in American society as consisting almost entirely of white, Anglo-Saxon Christian cultural values and traits.

The melting pot concept prevailed in American social policy and education for over five decades. Traces of it still exist today. Some educational programs that are designed to compensate ethnic minority children for their "cultural deficiencies" are prime examples of this. At base, the purpose of these programs is to make Anglo-Americans out of ethnic minority children.

An alternative view of ethnicity in American society emerged in 1924. This was the concept of "cultural pluralism." Cultural pluralism was first proposed by Horace Kallen. Kallen argued that American society should reflect a variety of cultural, racial, and ethnic characteristics. His symbol was the orchestra, rather than the melting pot. Just as each instrument is essential to an orchestra and just as each contributes to the orchestra's overall nature, so each person's ethnic heritage is essential to American society and each individual contributes to the overall nature of that society. This concept stressed ethnic diversity and individuality rather than amalgamation and sameness. Today, Kallen's concept of American society is generally accepted as being the more

accurate, the more useful, and certainly the less demeaning to America's millions of ethnics.

History, Heritage, and Hearsay is, in large part, about cultural pluralism. In describing the histories, cultures, and experiences of Afro-Americans, Irish-Americans, Italian-Americans, Jewish-Americans, and Polish-Americans in South and Southwest Philadelphia, it aims to:

- make youngsters aware of the pluralistic nature of these sections of our city
- enhance youngsters' appreciation of the culture and contributions of all of the ethnic groups of our city and
- contribute to youngsters tolerance for other ethnic groups in our city.

Ethnic Studies Concepts Found in the Guide

History, Heritage, and Hearsay examines a variety of concepts in the study of five ethnic groups. These same concepts help to organize learning activities so that youngsters can compare and contrast their own findings with those of others involved in the same activities.

You will need to recognize and understand how these ethnic studies concepts are used in this guide.

- *History* is the story of how and why each ethnic group came to the United States and of the group's early experiences in Philadelphia.
- *Heritage* is a description of some of the major traditions and characteristics unique to each ethnic group. It highlights some ways that each ethnic group has contributed to Philadelphia's culture and history.
- *Hearsay* is a fictional anecdote, based on historical fact and personal recollections, designed to provide a flavor of everyday life in the past for children of different ethnic groups.
- *Culture* is one of the key concepts in ethnic studies, and consists of the customary beliefs, values, behaviors, institutions and material objects of a racial, religious or social group. Each group shares a common culture.
- *Ethnic group* is a complex and subtle concept that is often difficult to pin down. *History, Heritage, and*

Hearsay uses the characterization proposed in the *Harvard Encyclopedia of American Ethnic Groups:*

> . . . . the groups treated here are characterized by some of the following features, although in combinations that vary considerably:
>
> (1) common geographic origin;
> (2) migratory status;
> (3) race;
> (4) language or dialiect;
> (5) religious faith or faiths;
> (6) ties that transcend kinship, neighborhood, and community boundaries;
> (7) shared traditions, values, and symbols;
> (8) literature, folk-lore, and music;
> (9) food preferences;
> (10) settlement and employment patterns;
> (11) special interests in regard to politics in the homeland and in the United States;
> (12) institutions that specifically serve and maintain the group;
> (13) an internal sense of distinctiveness;
> (14) an external perception of distinctiveness.[2]

- *Ethnic identity* is membership in a particular ethnic group and it, too, is a complex concept. Most of us are members of more than one ethnic group and, because of this, are able to choose our ethnic identity to some degree. For some, however, the selection process is easier than it is for others.
- *Ethnic minority groups* are groups that are numerically small. These groups often have unique physical, linguistic, and/or cultural characteristics that distinguish them from the majority ethnic group. Native Americans, Afro-Americans, or Sephardic Jewish-Americans are often considered ethnic minority groups.
- *Acculturation* is the process by which two distinct ethnic groups adopt elements of each other's culture on a relatively permanent basis. The popularity of pizza among Jewish-Americans or bagels among Italian-Americans can be called acculturation.

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[2]Thernstrom, Stephan et al. (Editor). *Harvard Encyclopedia of American Ethnic Groups.* Boston: Harvard University Press, 1980.

- *Values* are those elements of an ethnic group's culture to which a high worth and great importance are attached. Values can influence an ethnic group's choice of foods, or its behaviors, attitudes and beliefs.
- *Customs* are long-established practices or conventions of an ethnic group. These conventions are often unique to that ethnic group.
- *Lifestyle* refers to the different ways of living exhibited by various ethnic groups. Lifestyles are often a direct reflection of an ethnic group's values, customs, and degree of acculturation.
- *Migration* describes the movement of individuals or groups from one place or locality to another within the same country, state, community, and so forth.
- *Immigration*, on the other hand, describes the movement of people from one country to another country.
- *Stereotypes* are selected traits or characteristics attributed to an ethnic group without supporting evidence to warrant their generalization to the group as a whole.
- *Prejudice* is a set of negative attitudes and stereotypes held by an individual toward a particular group of people or a race of people.
- *Discrimination* usually refers to differential treatment or behavior directed toward individuals who are members of ethnic minority groups. It can also be directed toward economically deprived groups.
- *Neighborhood and community history* refers to either the written, oral, or pictorial record of events that have occurred in particular sections of a city and to the groups of people living there.

Different Ways to Use *History, Heritage, and Hearsay*

AS AN ETHNIC STUDIES RESOURCE

History, Heritage, and Hearsay examines the history, culture, and heritage of five Philadelphia ethnic groups: Afro-Americans, Irish-Americans, Italian-Americans, Jewish-Americans, and Polish-Americans. These ethnic groups have made significant contributions to the history and culture of

all sections of Philadelphia, but particularly to South and Southwest Philadelphia. One way to use this guide is as a text (without doing the activities) for youngsters to read.

After reading the history-at-a-glance section, the detailed history and/or the fictional anecdote for a particular ethnic group, you may wish to discuss that group with your youngsters. After that, you and the youngsters might create your own set of activities for investigating each ethnic group further.

An example of how to do this follows:

> After reading the fictional anecdote, *It's Great to Be Irish!*, you might want to have youngsters ask their grandparents, great-grandparents, or any other older adults to tell them some of the stories that they enjoyed listening to as children that relate to their ethnic background. Youngsters should try to record these stories if possible, either on a tape or in writing. Then as a group activity, youngsters can put together a small book of these stories. They might want to draw illustrations to acompany each story. When the book is completed, they could ask if others in the community would like a copy. They might even be able to get it published.

AS A SOURCE FOR ETHNIC STUDIES ACTIVITIES

Another way to use the guide is by doing the activities without reading the history-at-a-glance sections or the detailed histories. This way, youngsters can explore the heritage and culture of the ethnic groups represented in their particular community through fictional anecdotes and activities. Information about the five ethnic groups involved may stimulate them to read the detailed histories later on.

AS A COMPLETE PROGRAM IN ETHNIC STUDIES

The ideal way to use the guide is as a complete unit. In this way, the history-at-a-glance sections, detailed histories, fictional anecdotes, and activities are used together. The activities help youngsters personalize the history, heritage, and hearsay of the five ethnic groups. Youngsters may work with the material as it is presented in *History, Heritage, and Hearsay*, or if you would like, in the order that best accommodates their interests and abilities. If the guide is used as a complete resource,

youngsters should know a little about each ethnic group before doing the activities. At the very least, they should read the fictional anecdotes and history-at-a-glance sheets. For example, they might do one or two activities at the same time that they read a history. Or they might read through a history and then do the activities. Reading the history of their ethnic group in South and Southwest Philadelphia might lead youngsters to work on "Routes: Tracing Your Family's Travels." It might also lead them to work on "Tell It Like It Was: Oral Histories—Part I." Plotting migration patterns or interviewing older family members are both excellent ways for youngsters to discover more about how the experiences of their own family members matched the experiences of other members of their ethnic group in South or Southwest Philadelphia.

AS A SOURCE OF IDEAS FOR ETHNIC STUDIES

A fourth way to use the guide, *History, Heritage, and Hearsay*, is as a resource for developing your own community ethnic heritage studies program. After reading *History, Heritage, and Hearsay*, you may decide that it would be more exciting for you and your youngsters to develop your own community ethnic studies program. Should you decide to take this option, we recommend that you read several of the books starred in the bibliography.

You may want to begin by asking youngsters to identify those things they would like to learn more about in their ethnic heritage and in their neighborhood. Continue by discussing and outlining ways youngsters might be able to find relevant information. You may also ask them to suggest ways to present their information—in photos, tape recordings, music, books, and so forth. After going through this process, you may want to use some of the questionnaires and/or forms found in *History, Heritage, and Hearsay*. If you do decide to use the guide in this manner, you and the youngsters will embark on a truly rewarding information gathering and problem solving experience. You will use research tools that many schools cannot teach because they lack the means for practical application.

How you choose to use *History, Heritage, and Hearsay* will probably depend on your community setting, your resources, and the time you have available to work with the youngsters. The guide is purposely flexible and can be used under many different kinds of circumstances.

Section Two: Directing and Managing the *History, Heritage, and Hearsay* Activities

Introduction

In this section of *Using History, Heritage, and Hearsay*, you will find specific instructions to help you as you work with youngsters to complete the learning activities in *History, Heritage, and Hearsay*. You will also find suggestions for expanding and enriching each activity. A special section on ways to manage learning activities so that youngsters can complete them is also included.

Directing Each Activity

Each activity in *History, Heritage, and Hearsay* is presented in this supplement so that you can understand the activity and present it clearly to youngsters in your group. For each activity, you will find:

- An overview
- Objectives
- A list of materials needed
- Pre-activity hints to help you familiarize yourself with the activity before you present it
- Instructions for things to do during the activity to help you guide youngsters through activities

- Suggestions for other things to do to expand and enrich the activity.

Before beginning each activity, you should review it in *History, Heritage, and Hearsay* to see how presentations in the two volumes parallel.

Me, Myself, and I: Making Identity Collages

This activity helps youngsters recognize that each person's identity is really a composite of three different identities—personal, ethnic, and human. Youngsters identify and illustrate different aspects of each of these identities in their lives through pictures chosen from magazines, newspapers or personal photos. This activity also provides an opportunity for youngsters to compare and contrast their images of their personal, ethnic, and human identity with those of others.

OBJECTIVES

This activity offers youngsters an opportunity to:

- recognize that each person has a personal, an ethnic, and a human identity.
- identify aspects of each of these identities in his or her own life
- exemplify aspects of these identities by choosing items which reflect each one
- make identity collages which exemplify personal, ethnic, and human identities
- compare and contrast his or her personal, ethnic, and human identities
- compare and contrast his or her identities (as exemplified in the identity collages) with those of others.

MATERIALS NEEDED

Pencils
Construction paper
Newspapers
Magazines
Tape
Paste
Scissors

PRE-ACTIVITY HINTS

Before you present "Me, Myself, and I: . . ."

- Read through the entire activity in *History, Heritage, and Hearsay*, pages 3 to 5.
- Review carefully *THINK ABOUT THIS*, pages 3, and 4. You should discuss these questions with youngsters.
- Review *IN THE NEIGHBORHOOD*, page 3.
  - -- You may want to illustrate how you would choose pictures from magazines or personal photographs to represent your own personal, ethnic, and human identity.
  - — Make sure that you have construction paper available for the young people to make three folders, one for each identity.
- Review, *HERE*, page 4, *Make identity collages.* Have plain construction paper and tape available for use in making shadow profiles, as well as paste for making the collages. Make your own identity collage to use as an example.
- Make arrangements to display the finished collages in your center.
- Review *OTHER THINGS TO DO*, page 5. Consider using one or more of these activities to augment this activity.
- Encourage youngsters to bring in personal photographs if they have some they would like to use.

THINGS TO DO DURING THE ACTIVITY

- See if youngsters can define the term "identity." Use their definitions as a lead into the brief discussion of personal, ethnic, and human identity in the introduction to "Me, Myself, and I: . . .," page 3.
- Ask young people to read this material silently or read it aloud to them.

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- Lead the discussion of the *THINK ABOUT THIS* questions, page 3.
- Go over the directions to *IN THE NEIGHBORHOOD*, page 3, with youngsters.
  - — Illustrate how you would choose pictures from newspapers, magazines, and personal photographs to represent your personal, ethnic, and human identity.
  - — Have them make three folders before they leave and label them, Personal ID, Ethnic ID, and Human ID.

THE NEXT TIME YOU MEET

- Discuss the *THINK ABOUT THIS* question, page 4. See if youngsters can explain why some of the things that they've chosen represent more than one identity.
- Reinforce the idea that human identity encompasses personal and ethnic identities, so that most things chosen will represent humanness.
- Go over the directions for "Making Identity Collages," page 4. Draw a shadow profile of one of the youngsters to demonstrate how they are to make them.
- Show the group a completed shadow profile of your own personal, ethnic, or human identity.
- Help youngsters make their shadow profiles, if necessary.
- Travel about the room observing their progress and helping them where necessary.
- Lead the discussion of the *THINK ABOUT THIS* questions, page 4, only after youngsters have completed their collages and have had an opportunity to look at each other's finished products.

OTHER THINGS TO DO

The activities listed on page 5 may be used to expand "Me, Myself, and I: Making Identity Collages," if the youngsters are interested in continuing this type of activity. The following suggestions may help in completing these activities:

Make personal identity collages for others.

- Directions for the first activity, making a personal identity collage for someone in your family, are easy to follow and should not present any problems. Youngsters may want to make the collages as gifts for Mothers Day, Father's Day, birthdays or other special occcasions.
- Making a personal identity collage for someone famous will probably require that youngsters do some research about the life of the individual chosen. They may have to make a special trip to the library for information or they may have to borrow magazines, newspapers, etc.,from friends and relatives.
- This activity may take several weeks to complete.

Make ethnic identity collages for other ethnic groups.

- This is an excellent group activity that may take several weeks to complete, depending on the depth of information that youngsters think is needed.
- You may want to divide the group into two small groups and have each small group choose one ethnic group for their collage.
- To find out about an ethnic group, youngsters may review the history-at-a-glance sections or the detailed ethnic history of the groups in *History, Heritage, and Hearsay*. They may also want to visit the library or community historical society for more information. (See list of community resources, page 80 in the supplement).
- If necessary, help youngsters arrange any such visits.
- Have each group identify things that they think will show uniqueness of the ethnic group that they have

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been studying. They may need help doing this. Guide them away from stereotypes.

- See if youngsters want to redesign the shadow portrait to reflect a group portrait.
- Provide time for youngsters to make their collages and present the finished product.
- Discuss with youngsters the similarities and differences between the ethnic groups as shown in the collages.
- Provide space to display the collages.

A Day at a Time: Keeping a Diary

This activity helps youngsters record their own personal history by writing a diary. As youngsters write about things that happen to them each day, they will see what things are important to them and how their ethnic identity influences their lives over the course of a month. By listening to excerpts from diaries of famous and not so famous people, youngsters can see how things change over time, what things are important to other people, and how each person's ethnic identity influences his or her life. This activity illustrates differences—differences between then and now and differences between one's life and another's.

OBJECTIVES

This activity offers youngsters an opportunity to:

- recognize that a diary is a personal history
- recognize how lives change over the course of a month
- recognize the influence of ethnic identity on daily lives
- make a one-month diary
- record daily activities for one month.

MATERIALS NEEDED

Paper
Pencils
Pictures
Crayons, colored pens, or pencils
If available, copies of one of the following books:

— *Diary of Ann Frank* by Anne Frank
— *The Autobiography of Malcolm X* by Malcolm X and Alex Haley

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— *I, Juan de Pareja* by Elizabeth Borton de Trevino
— *Twenty-Five Years in the Secret Service: The Recollections of a Spy* by Henri LeCorone

PRE-ACTIVITY HINTS

Before you present "A Day at a Time: Keeping a Diary":

- Read through the entire activity in *History, Heritage, and Hearsay*, pages 15 to 17.
- Review carefully, *THINK ABOUT THIS*, pages 15 and 16. You should discuss these questions with the youngsters.
- Review *HERE*, page 15, *Make a personal diary.*
  — You may want to read to your group excerpts from one or two famous diaries. Try to get copies of one of the books listed above.
  — Focus on differences illustrated in these excerpts—differences between one person's life and another's; differences between then and now.
  — Remember that diaries are private things.
  — You may want to suggest that youngsters draw a picture on the cover of their diary, something that represents how they feel about themselves.
- Review *IN THE NEIGHBORHOOD*, page 16, *Keep a personal diary.*
  — Diaries can involve minimal writing if youngsters use pictures with captions and explanations. If youngsters don't feel like writing, you may want to suggest that they do a picture diary.
  — You may want to share with the group something that you wrote in your diary as a child, if you kept a diary, or something that you recorded on a daily basis as an adult, if it is not too personal.
  — This activity will take a month to complete so

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you may want to check with youngsters' progress at the end of each week.

— You may want to think about asking several youngsters to read aloud an excerpt or two from their diaries so that the group can compare how similar or different people's activities are and the influences ethnic identity has on a person's daily life.

- Review *OTHER THINGS TO DO*, page 17. Consider using one or more of these activities to expand the activity.

THINGS TO DO DURING THE ACTIVITY

- Ask youngsters to silently read the introduction to this activity, page 15 in *History, Heritage, and Hearsay*, or read it aloud to them.
- Lead the discussion of the *THINK ABOUT THIS* questions, page 15.
  — These questions should provide an introductory discussion to *HERE*, page 15.
- Read aloud to the group an excerpt or two from one of the diaries of famous people suggested under "Materials Needed." This will provide a framework for the *HERE* activity, *Make a personal diary*, as well as the *IN THE NEIGHBORHOOD* activity, page 16.
  — Ask youngsters how the person's ethnic identity influenced his or her life.
  — Ask how that person's life changed over time. You may want to read an excerpt from the beginning, middle, and end of the book.
  — Travel about the room checking on youngsters' progress as they put together their booklets.

THE NEXT TIME YOU MEET

- Discuss the *THINK ABOUT THIS* question, page 16.
  - — Youngsters should have had a chance to think about when they will record their information in their diary and what types of things they will write about.
  - — Remind them that diaries are private things and that they will not have to share what they record with anyone unless they want to.
- Go over the directions for *IN THE NEIGHBORHOOD, Keep a personal diary*, page 16.
  - — Remind youngsters that this is a month-long activity, something that they should do each day and that from time to time during the month you will check to see how they're doing.
  - — If some youngsters balk at writing a diary, suggest that they make a picture diary with captions and explanations.
- At the end of the month discuss the *THINK ABOUT THIS* questions, page 16, with the group.
  - — If some youngsters want to share excerpts from their diaries, let them do so. This will be a good way to illustrate the difference between one person's life and another's.

OTHER THINGS TO DO

The following activities may be used to expand activities described in "A Day at a Time: Keeping a Diary":

Continue to keep a personal diary.

- Some youngsters may want to continue to record what they do each day for three, six, or even twelve months. This is a good way for them to see what they've accomplished over a long period of time.

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Read other diaries.

- If youngsters choose to read any one of the books, they will learn how that person's ethnic identity influenced his or her life.
- Youngsters may want to report to the group on what they've learned reading the book.

Make up a personal diary.

- You may want to suggest that youngsters doing this activity talk to someone in their early to mid-20s to find out what things youngsters 10 to 15 years old enjoyed doing 10 years ago, what television shows or songs and dances were popular, what games were played, etc.

Keep a picture diary.

- Youngsters may want to examine family albums for pictures from a year or two ago.
- Youngsters may want to keep a cartoon diary with illustrated stories.

Thinking Positively: Making Ethnic Posters

This activity helps youngsters critically analyze images of their personal ethnic group(s) as well as images of other ethnic groups as presented by various media, and as perceived by others. They examine the concept of ethnic stereotyping and its various manifestations and design and make posters demonstrating the positive images of different ethnic groups.

OBJECTIVES

This activity offers youngsters an opportunity to:

- critically analyze the images of an ethnic group as presented by various media
- informally interview others to determine their image of an ethnic group
- recognize instances of ethnic stereotyping
- discuss ethnic stereotyping and some of its manifestations
- list positive aspects of an ethnic group
- design and make a poster that demonstrates positive aspects of an ethnic group.

MATERIALS NEEDED

Paper
Pencils
Samples of ethnic magazines and/or newspapers
Samples of daily newspapers
Poster boards
Crayons, colored pens or pencils
Paste or glue
Scissors
Dictionary

PRE-ACTIVITY HINTS

Before you present "Thinking Positively: Making Ethnic Posters":

- Read through the entire activity in *History, Heritage, and Hearsay*, pages 39 to 41.
- Review carefully, *THINK ABOUT THIS*, pages 39 and 40. You should discuss these questions with youngsters.
- Review *IN THE NEIGHBORHOOD*, page 39, *Find out about your ethnic group.*
  - — You probably should have samples of various ethnic newspapers and magazines for youngsters to look at.
  - — You may want youngsters to identify TV programs about their ethnic group or that have members of their ethnic group in them.
  - — Youngsters are really doing research about stereotyping and are looking for repeated positive or negative images of their ethnic group(s) as shown in magazines, newspapers, television programs, etc.
  - — You may want to suggest that youngsters make a list of repeated positive and negative images of their ethnic group that they found as they watched television, read newspapers and magazines or talked with others.
- Review *HERE*, page 40. *Make a positive image poster.*
  - — This will be a good group activity. You might want to think about having youngsters plan and make their posters in small groups.
  - — You may want to divide youngsters into small groups according to their ethnic identities and let each group plan and make its poster.
  - — You may have to identify places in the community where youngsters can display their posters. Think about such places as grocery stores, fast-food shops, the local library, etc. Contact the managers of these facilities for permission.

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- — Make sure that you have enough art materials available for youngsters to complete the activity.
- — Planning and making posters may take two or more weeks.
- — As youngsters identify positive images about their ethnic group(s), you may want them to analyze whether or not there images are stereotypes.

- Review *OTHER THINGS TO DO*, page 41. Consider using one or more of these activities to expand the activity.

THINGS TO DO DURING THE ACTIVITY

- Ask youngsters to silently read the introduction to this activity, page 39 in *History, Heritage, and Hearsay*, or read it aloud to them.
- Lead the discussion of the *THINK ABOUT THIS* questions, page 39.
  - — Find out how many youngsters watch television programs that have members of their ethnic group in them. Ask them which shows they watch, then see if they can describe how these ethnic group members are portrayed
  - — Find out how many youngsters read ethnic newspapers and/or magazines. Again, ask them to describe how their ethnic group is portrayed.
  - — Ask the youngsters to make a list of the positive and negative things they see or hear about their personal ethnic group as they watch television, read newspapers and magazines and talk with others. If you think they will have trouble doing this, you may want to give some examples.

THE NEXT TIME YOU MEET

- Discuss the *THINK ABOUT THIS* questions, page 40.
  - — One useful definition of "stereotype" that you may want to refer to as youngsters attempt to define the term is:

    a selected trait or characteristic attributed to an ethnic group without enough evidence to warrant its generalization to the group as a whole.

    The following statements or phrases are examples of stereotyping:

    "All Jews are loud and aggressive."
    "The industrious Japanese . . . ."
    "All Blacks can sing and dance."
    "All Irishmen drink heavily."
    "The well-educated Jew . . . ."

  - — You might want to begin the discussion with the above examples of stereotypic statements and see if youngsters in your group identify them as such. Then you can move on to the discussion questions.
  - — You should point out to the youngsters that all stereotypes need not be negative but that all stereotypes are generalizations.
- Go over the directions for *HERE*, page 40, *Make a "positive image" poster.*
  - — Ask each youngster to list all the positive things about his or her ethnic group using categories such as famous people, important accomplishments, important contributions to American culture, etc. You may have to help them recognize important contributions and accomplishments or identify famous people. Or you may ask them to spend time researching their ethnic group(s) to find out these things. The histories in *History, Heritage, and Hearsay* are a place to start.
  - — Discuss these *positive traits* with the group to see if any are stereotypes.

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- Divide youngsters into small groups according to their ethnic identities, three or four young people in each, so that they can combine their lists and plan a poster depicting their positive characteristics.
- Make sure that magazines and newspapers are available so that youngsters can take pictures from them.
- As youngsters begin to write slogans about positive traits, analyze each slogan with them for stereotyping or ways that the slogan counters commonly held stereotypes about that particular ethnic group.
- Let youngsters continue with this activity over the next week or two. Discuss the *THINK ABOUT THIS* question, page 40, with them.
- Find places in the community to display their completed posters.

OTHER THINGS TO DO

The following activities may be used to expand the activities described in "Thinking Positively: Making Ethnic Posters":

Find out about another ethnic group.

- Youngsters may want to find out about other ethnic groups living in their neighborhood but not represented in their group.
- Youngsters may want to make a chart or a list of other groups' positive images.

Make a "positive image poster" for another ethnic group.

- This will be a good small group project with each small group choosing a different ethnic group to illustrate in a poster.
- Again, you will have to examine each group's slogans and pictures for stereotypes.

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Make a "positive image" billboard.

- This activity would be a culminating activity for those who made positive image posters of other ethnic groups.
- The billboard should include many ethnic groups.
- See if youngsters can come up with slogans that illustrate the similarities and differences among the groups.
- This activity will take several weeks, maybe months to complete.
- You will have to see if there are any places in the community for displaying such a billboard. You might ask for assistance from community leaders to display it.

Routes: Tracing Your Family's Travels

This activity helps youngsters recognize that migration (movement from one place to another) still occurs in America. They investigate their family's migration patterns and develop maps illustrating these patterns. They also discover reasons for their family's migration to their present home. Youngsters will learn that the reasons people move today are similar to but different from the reasons they moved long ago.

OBJECTIVES

This activity offers youngsters an opportunity to:

- recognize that migration occurs in America today
- compare and contrast historical and present-day motives for migration/immigration
- investigate personal and family migration patterns
- investigate reasons for personal and family migration
- locate and name cities, states, and/or countries on maps where family members have lived
- compare and contrast migration patterns
- interview family members about migration patterns and reasons for migration.

MATERIALS NEEDED

Paper
Pencils
Colored pens or magic markers
Copies of Routes Family Travels Questionnaire (a number of copies are provided with these materials)
Copies of local, state, United States, and World maps (a number of copies are provided with these materials)
A SEPTA "Street and Transit Map of Philadelphia"

PRE-ACTIVITY HINTS

Before you present "Routes: Tracing Your Family's Travels":

- Read through the entire activity in *History, Heritage, and Hearsay*, pages 49 to 52.
- Review carefully, *THINK ABOUT THIS*, pages 49, 50, and 51. You should discuss these questions with youngsters.
- Review *HERE*, page 49, *Trace Your Routes.*
  - — See how easily you can complete the Routes Family Travels Questionnaire without assistance from your family.
  - — Indicate on the maps each place that you have lived.
  - — If you have problems doing either of the above activities, you will have clues to problems youngsters may have and you can plan ways to deal with these problems. For example, if you had problems identifying areas in Philadelphia where you have lived on the map of Philadelphia included with this activity, use a SEPTA "Street and Transit Map of Philadelphia" to locate specific streets and then transfer approximate locations to the activity map.
  - — Consider dividing your group into smaller groups of three to four youngsters to *Compare routes.*
- Review *IN THE NEIGHBORHOOD*, page 50, *Trace your family's routes.* Try to complete this activity before assigning it to your group.
- Review *OTHER THINGS TO DO*, page 51. Consider using one or more of these activities to expand this activity.

THINGS TO DO DURING THE ACTIVITY

- Ask the young people to silently read the introduction to this activity, page 49 in *History, Heritage, and Hearsay*, or read it aloud to them. See if any of the youngsters can tell you how many times they have moved since they were born.
- Lead the discussion of the *THINK ABOUT THIS* questions, page 49.
  - — If they can, have youngsters mark the places on the world map where their ancestors came from and where they started life in America.
  - — In discussing reasons for their ancestors moving to America, you may want to have the group review various ethnic histories in *History, Heritage, and Hearsay* if they seem to have problems discussing this matter.
- Go over the directions for *HERE*, page 49, *Trace your routes.*
  - — Review the "Family Travels Questionnaire" with the group.
  - — Allow youngsters sufficient time to complete the questionnaire and the maps, working at their own pace. Help them if necessary.
- To *Compare routes*, either divide youngsters into small groups (three to four people to a group) and have them compare routes or have two or three youngsters present their questionnaire responses and maps to the whole group.
- Lead the discussion of the *THINK ABOUT THIS* questions, page 50.

THE NEXT TIME YOU MEET

- Go over directions for *IN THE NEIGHBORHOOD*, page 50, *Trace your family's routes.*
  - — Suggest that youngsters use colored pencils when tracing different family members' travels.

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- Allow a week or two for youngsters to complete both parts of this activity.
- Encourage youngsters to consider the *THINK ABOUT THIS* questions, page 51, as they work with family members to complete the questionnaires and as they compare routes.

- Lead the discussion of these *THINK ABOUT THIS* questions when most of the youngsters have completed this activity.

OTHER THINGS TO DO

The following activities may be used to expand the activities described in "Routes: Tracing Your Family's Travels":

Trace more of your family's routes.

- If distant relatives live in different cities or states, suggest that youngsters write to them for the necessary information.
- You may have enough copies of the "Routes Family Travels Questionnaire" and the maps to provide youngsters with copies for mailing to relatives.

Make a big family routes map.

Ask several youngsters to volunteer to draw a large world map, or one big U.S. map or one big state map.

- Provide them with large sheets of paper, as well as pens, pencils, and colored markers.
- Display completed Family Routes Maps in your center.
- Or, consider the youngsters in your group as one large family and place each youngster's immediate family's routes on a big state map.

The Image of a Neighborhood: It All Depends

This activity helps youngsters examine various ways that people describe their neighborhoods. They examine three different maps of the same part of Philadelphia and learn about different things people look at when describing a neighborhood. They complete a neighborhood questionnaire on their own neighborhood; draw a map of their neighborhood; and use the same questionnaire to interview their family and neighbors about their neighborhood. When they have compared and contrasted these different images, they see that different people have different images of the same neighborhood according to what is important to them.

OBJECTIVES

This activity offers youngsters an opportunity to:

- see how different people have different images of a neighborhood
- understand that people describe neighborhoods according to what's important to them
- describe their image of their own neighborhood
- become aware of other's images of their neighborhood
- interview others about their neighborhood
- compare and contrast different images of their particular neighborhood
- identify positive aspects of their neighborhood
- discuss neighborhoods, images of neighborhoods, and the subjectivity of these images.

MATERIALS NEEDED

Paper
Pencils
Crayons, colored pens or pencils
Flip chart paper or large sheets of paper with scotch tape
Maps of South and Southwest Philadelphia

PRE-ACTIVITY HINTS

Before you present "The Image of a Neighborhood: It All Depends":

- Read through the entire activity in *History, Heritage, and Hearsay*, pages 67 to 70.
- Review carefully, *THINK ABOUT THIS*, pages 68, 69, and 70. You should discuss these questions with the youngsters.
- Review *HERE*, page 68, *Develop an image of your neighborhood.*
  - — Answer the questions in the Neighborhood Questionnaire about your own neighborhood. If you have any problems this may give you clues to problems that youngsters may have. (You may have to think of other questions if this does happen.)
  - — Determine the most effective way for young people to compare their neighborhood images. Here are a couple of suggestions on how you might do this:
    - (a) If all of the youngsters in your group live in the same neighborhood, ask two or three of them to read aloud their neighborhood descriptions.
    - (b) If the youngsters in your group live in several different neighborhoods, ask them to divide into small groups (three to four youngsters in each) according to the neighborhood in which they live.
- Review *IN THE NEIGHBORHOOD*, page 69, *Discover other images of your neighborhood.*

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— You will have to make sure that youngsters in your group understand why they are going to interview other people about their neighborhood and how they are to handle the interview.
— This may be the first time that some youngsters have ever interviewed anyone.

- Review *OTHER THINGS TO DO*, page 70. Consider using one or more of these activities to expand this activity.

THINGS TO DO DURING THE ACTIVITY

- Before youngsters read the introduction to this activity, discuss their general image of a neighborhood by asking the following questions:
  — What things describe your neighborhood?
  — What things tell you that you have left your neighborhood and entered another neighborhood?
- After this brief discussion, ask youngsters to silently read the introduction to this activity, page 67 in *History, Heritage, and Hearsay*, or read it aloud to them.
- Lead the discussion of the *THINK ABOUT THIS* questions, page 68.
  — These questions provide an introduction to the *HERE* activity, page 68.
- If time permits, go over the directions for *HERE, Develop an image of your neighborhood.* Have youngsters answer the Neighborhood Questionnaire in *History, Heritage, and Hearsay.*

THE NEXT TIME YOU MEET

- Ask youngsters to compare their descriptions of the same neighborhood. Choose the most effective way for them to compare images. (See Pre-Activity Hints.)
  - — If you compare descriptions in a large group setting, you may need to record similarities and differences on flip chart paper or large sheets of paper.
  - — If you divide youngsters into small groups, ask each person to read aloud or to exchange his or her written neighborhood description with others in the group. You will have to circulate among small groups observing and commenting when necessary.
- Discuss the *THINK ABOUT THIS* question, page 69.
  - — Reinforce the idea that different people have different images of a neighborhood and that people describe neighborhoods according to what is important to them.
- Go over directions for *IN THE NEIGHBORHOOD*, page 69, *Discover other images of your neighborhood.*
  - — Allow one week for the completion of this activity.
  - — Recommend that each youngster explain what he or she is trying to find out about neighborhoods when recruiting a neighbor to answer the questionnaire.
  - — Encourage youngsters to ask more than one neighbor and/or relative to participate to get a variety of viewpoints.
  - — Remind youngsters that they are to record their neighbors' and relatives' responses to the questionnaire on separate sheets of paper.
  - — Suggest to youngsters that they let each neighbor and relative draw their own map of the neighborhood.

continued

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- After most of the youngsters complete the activity, discuss the *THINK ABOUT THIS* question, page 70.

OTHER THINGS TO DO

The following activities may be used to expand the activities described in "The Image of a Neighborhood: It All Depends":

Make up your own neighborhood questionnaire.

- You may want to divide youngsters into small groups and ask them to think of at least five questions that they think will give a clear image of their neighborhood.
- When thinking about their questions, youngsters should consider buildings, streets, people who live in their neighborhood, etc.

Make picture images of neighborhoods.

- Provide the necessary materials, e.g., paper, pencils, crayons, colored pens, cameras, film, etc.
- Provide time for youngsters to present their pictures to the group and to discuss them.
- Provide space on bulletin boards or walls to display their pictures.

Find out how your neighborhood has changed.

- Suggest different places or people that youngsters might contact when doing research, e.g., neighborhood newspaper offices, etc. Review *Resources Guide* of places to explore and examine in South and Southwest Philadelphia, page 80 of this supplement.
- Provide time for youngsters to present and discuss their findings.

What's in a Name? The Ethnic Identity of Names

This activity helps youngsters recognize that names sometimes reveal an individual's ethnic identity. They play a game, the "Ethnic Name Baseball Game," to see if they can tell ethnic identities by people's names. They also discover the ethnic identity of their neighborhood by examining the names of residents, businesses, streets, and notable physical features. When they have completed this activity they see that most neighborhoods are multiethnic and find out that neighborhood ethnic identities have changed over time.

OBJECTIVES

This activity offers youngsters an opportunity to:

- recognize that names sometimes reveal an individual's ethnic identity
- recognize that many times names do not reveal an individual's ethnic identity
- compare and contrast ethnic names
- identify ethnic identities using individual's names
- recognize that neighborhoods may have ethnic identities
- recognize that a neighborhood's ethnic identities are often revealed by the names of residents, businesses, streets, and/or notable physical features
- recognize that all neighborhoods are multiethnic neighborhoods
- recognize that often ethnic identities of neighborhoods change over time.

MATERIALS NEEDED

3 x 5 cards
List of ethnic group names
Paper
Pencils

PRE-ACTIVITY HINTS

Before you present "What's in a Name? The Ethnic Identity of Names":

- Read through the entire activity in *History, Heritage, and Hearsay*, pages 75 to 77.
- Review carefully *THINK ABOUT THIS*, pages 75, 76, and 77. You should discuss these questions with youngsters.
- Review *HERE*, page 75, *Play the ethnic name baseball game.*
  - — You will have to make 3 x 5 baseball cards using the ethnic names listed below or others that you may think of. The cards should have the ethnic name written on the front and on the back the ethnic group identification with the number of points awarded for a correct ethnic identification. See the example below.

front

back

List of Ethnic Names

Black	Points
William Grey	4
Joseph Coleman	4
Ethel Allen	5
Thurgood Marshall	4
Wilson Goode	3
Kenneth Gamble	4
Shirley Dennis	5

Irish	Points
Ronald Reagan	4
Andrew Jackson	5
Francis Rafferty	2
Princess Grace of Monaco	5
John F. Kennedy	1
William J. Green	2
James H. J. Tate	3

Italian	Points
Frank Rizzo	1
Mario Lanza	1
Phil Giordano	1
Anna Verna	2
Peter Rodino	3
Joe DiMaggio	1
Linda Fratiani	2

Jewish	Points
Goldie Hawn	5
Woody Allen	5
Walter Annenberg	2
David Brenner	3
Steve Stone	5
Enrico Fermi	5
Edward Rendell	4

continued

continued

Polish	Points
Copernicus	4
Marie Curie	5
Daniel Rostenkowski	2
Edward Piszek	4
John Paul II	2
Edmund Muskie	4
Casimir Pulaski	2

— Try a practice run of the game with several of your friends or family members. See how well participants guess the ethnic identity of the names.

- Review *IN THE NEIGHBORHOOD*, page 76, *Discover the ethnic identity of your neighborhood.*
  — Examine your own neighborhood's ethnic identity.
- Review *OTHER THINGS TO DO*, page 77.
  — Consider using one or more of these activities to expand this activity.

THINGS TO DO DURING THE ACTIVITY

- Ask youngsters to silently read the introduction to this activity, page 75 in *History, Heritage, and Hearsay*, or read it aloud to them.
  — See if youngsters can guess the ethnic identities of any of the names mentioned in the introduction.
- Lead the discussion of the *THINK ABOUT THIS* question, page 75.
- Go over the directions to the *Play the ethnic name baseball game*, page 75.
  — Divide the group into two teams of equal numbers.
  — If there is an odd number of youngsters, it will be easy to choose a referee, otherwise you may have to serve as referee during the first round.
  — Let the teams choose their own names.

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— The referee will have to record each team's score.
— Make sure that the game is played fairly.

- Lead the discussion of the *THINK ABOUT THIS* question, page 76.

THE NEXT TIME YOU MEET

- Go over directions for *IN THE NEIGHBORHOOD*, page 76, *Discover the ethnic identity of your neighborhood.*
  — See how many of the places, stores, businesses, and residents of their neighborhoods youngsters can list and identify according to ethnic group origins or affiliations.
  — Allow about one week for the completion of this activity.
- Discuss the *THINK ABOUT THIS* questions, page 77, the next time you meet with the group.
  — See if youngsters can give reasons for why neighborhoods change their ethnic identity.

OTHER THINGS TO DO

The following activities may be used to expand the activities described in "What's in a Name? The Ethnic Identity of Names."

Discover the ethnic identity of another neighborhood.

- You may need to make a list of other neighborhoods that are safe for young people to visit if they want to do this activity.
- Plan to take youngsters on a walking tour of these neighborhoods if possible.
- Refer to the *Resources Guide* of places to explore and examine in South and Southwest Philadelphia.

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Trace the ethnic history of your neighborhood.

- Again, refer to the *Resources Guide* of places to explore and examine in South and Southwest Philadelphia.
- Invite senior citizens who have lived in the community for many years to speak to the group on what life was like in their neighborhood years ago.

Tell It Like It Was: Oral Histories—Part I

This activity helps youngsters recognize that all history does not have to be formal history, i.e., histories about world events or famous and important people. They will learn about oral history. Oral history is based on personal recollections of ordinary people, thus making it an informal history. Oral history tells of important events, people, places, and things in an ordinary person's life. Youngsters develop a set of questions for an oral history interview and conduct the interview with an older family member or friend. Part I of "Tell It Like It Was . . ." actually prepares the youngsters for writing an oral history.

OBJECTIVES

This activity offers youngsters an opportunity to:

- learn the difference between formal and informal history.
- develop a set of questions for an oral history interview.
- conduct an oral history interview with an older family member or friend
- record the answers to the questions either in writing or on tape.

MATERIALS NEEDED

Paper
Pencils
List of sample interview questions
Tape recorder (optional)
Examples of oral histories (*Foxfire Books* by Eliot Wigginton or *Hard Times* by Studs Terkel—available from library)

PRE-ACTIVITY HINTS

Before you present "Tell It Like It Was . . .Part I":

- Read through the entire activity in *History, Heritage, and Hearsay*, pages 95 to 97.
- Review carefully *THINK ABOUT THIS*, pages 95, 96, and 97. You should discuss these questions with the youngsters.
- Review *HERE*, page 95, *Plan an oral history interview.*
  - — You will have to give youngsters a lot of guidance and support as they work on this activity.
  - — You may want to provide examples of oral histories so that youngsters can get some ideas about the kinds of things found in such histories. *Foxfire* or *Hard Times* are both excellent examples of such histories. You might read aloud excerpts from one of these to the group.
- Review *IN THE NEIGHBORHOOD*, page 96.
  - — You yourself may want to conduct an oral history interview with an older adult in your family
- Review *OTHER THINGS TO DO*, page 97. Consider using one or more of these activities to augment this activity.

THINGS TO DO DURING THE ACTIVITY

- As a lead-in to the brief discussion of oral histories in the introduction to "Tell It Like It Was . . .," page 95, read aloud the excerpt printed below to youngsters in your group:

> Hanging around on the block is a sort of science. You have a lot to do and a lot of nothing to do. In the winter there's dancing, pad combing, movies, and the like. But summer is really the kick. All the blocks are alive, like

continued

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many-legged cats crawling with fleas. People are all over the place. Stoops are occupied like bleacher sections at a game, and beer flows like there's nothing else to drink. The block musicians pound out gone beats on tin cans and conga drums and bongos. And kids are playing all over the place—on fire escapes, under cars, in alleys, back yards, hallways.

We rolled marbles along the gutter edge, trying to crack them against the enemy marbles, betting five and ten marbles on being able to span the rolled distance between your marbles and the other guy's. We stretched to the limit skinny fingers with dirty gutter water caked between them, competely oblivious to the islands of dog filth, people filth, and street filth that lined the gutter.

That gutter was more dangerous than we knew. There was a kid we called Dopey, a lopsided-looking kid who was always drooling at the mouth. Poor Dopey would do anything you'd tell him, and one day sombody told him to drink dirty street water. He got sick, and the ambulance from City Hospital came and took him away. The next time we saw Dopey, he was in a coffin box in his house. He didn't look dopey at all; he looked like any of us, except he was stone dead.

- Ask the group to define what they think you just read to them.
- Explain that it is an oral history of *A Teenager in Spanish Harlem* by Piri Thomas.
- Ask the young people to silently read the introductory material, page 95 in *History, Heritage, and Hearsay* or read it aloud to them.
- Lead the discussion of the *THINK ABOUT THIS* question, page 95.
- Go over directions for *HERE*, page 95, *Plan an oral history interview.*

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— Explain to youngsters that this activity may take several weeks to complete.
— Have youngsters look at the sample interview questions to see if they want to use some of them in their interviews.
— Make sure that you give individual help to younger ones in the group as they prepare their questions. Depending on that youngster's age, you may want to suggest that he or she only asks 10 questions.

- If time permits:
  — Help youngsters practice their interview questions. Let them interview you or another person in the group or another adult at the center.
  — See how well they write their answers. See how long it takes for them to do this during your practice session.
  — See if anyone needs help with his or her list of potential interviewees.
  — Lead the discussion of the *THINK ABOUT THIS* question, page 96, and ask why it is better to interview older people for oral histories.

THE NEXT TIME YOU MEET

- Go over the directions for *IN THE NEIGHBORHOOD*, page 96, *Conduct an oral history interview.*
  — If anyone is having a problem arranging interviews, you may have to help them.
  — See if youngsters can explain oral history and the purpose of conducting the interviews.
  — You might suggest that they plan more than one visit to interview the person, depending on the age of the older adult to be interviewed and the number of questions they plan to ask. The person answering the questions may also ramble

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at times. They might want to limit each meeting to 30 or 45 minutes.

— Again, remind them that completing this activity will probably take more than an hour.

— Remind them to be polite and to keep their questions and answers together. They may want to write their answers on the interview questionnaire.

— If they plan to tape their interviews, youngsters should practice recording information on their tape recorder before the interview to make sure that their machine is working properly and that they are familiar with its operation.

— When youngsters have completed this task, lead the discussion of the *THINK ABOUT THIS* question, page 97.

OTHER THINGS TO DO

The activities listed on page 97 in *History, Heritage, and Hearsay* may be used to expand "Tell It Like It Was: Oral Histories—Part I," if youngsters would like to interview other older adults in their families or neighborhoods and/or read other oral histories. The following suggestions can help in completing these activities.

Interview others.

- You might suggest that youngsters interview older adults of similar ages, and that if they are interested in a particular aspect of life (i.e., schooling, leisure activities, etc.), they ask each older adult the same questions to determine if there are similarities and differences.

Read other oral histories.

- Suggest books focusing on people of different ethnic backgrounds who lived during the same time in history for comparisons of their personal histories. A few of these books are listed below:

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Beckley, Z. *A Chance to Live.* New York: MacMillan, 1918.
Bennesuti, M. *No Steady Job for Papa.* New York: Vanguard Press, 1966.
Hughes, L. *Not Without Laughter.* New York: MacMillan, 1969.
Lenski, L. *We Live in the North.* Philadelphia: J. B. Lippincott, 1966.
Roth, H. *Call It Sleep.* New York: Avon, 1964.

Tell It Like It Was: Oral Histories—Part II

This activity helps youngsters organize the information from their oral history interviews into an outline and then into an oral history. Once their oral histories become written histories, others will be able to find out what life was like for people of different ethnic groups long ago.

OBJECTIVES

This activity offers youngsters an opportunity to:

- develop an outline for an oral history
- write an oral history of the person(s) interviewed.

MATERIALS NEEDED

Paper
Pencils
Sample outline of oral histories
Written or taped responses to interview questions

PRE-ACTIVITY HINTS

Before you present "Tell It Like It Was . . . Part II":

- Read through the entire activity in *History, Heritage, and Hearsay*, pages 103 to 105.
- Review carefully *THINK ABOUT THIS*, pages 103, 104, and 105. You should discuss these questions with youngsters.
- Review *HERE*, page 103, *Write an oral history.*
  — You may use the sample topic outline to help youngsters choose topics for their own outline.

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- You may also want to generate other topics that might be based on the information that you gathered when you did your own interview.
- You will probably need to illustrate for youngsters how to group their information by topics, again using the information that you gathered when you did your own oral history interview.
- You will probably have to help younger members of your group organize their outlines.
- Since you will probably write an oral history of the person that you interviewed, you may need to provide youngsters with a copy of one paragraph from your history.
- This activity may take several weeks to complete.

- Review *IN THE NEIGHBOR' JOD*, page 104.
- Review *OTHER THINGS TO DO*, page 105. Consider using one or more of these activities to expand this activity.

THINGS TO DO DURING THE ACTIVITY

- Ask youngsters to read silently the introduction to this activity, page 103 in *History, Heritage, and Hearsay*, or read it aloud to them.
- Lead the discussion of the *THINK ABOUT THIS* questions, page 103.
  - You might want to begin this discussion by asking if youngsters have thought about how they will organize their oral histories.
  - Then continue with the other questions listed.
- Go over the directions for *HERE*, page 103 *Write an oral history*.
  - Ask youngsters to review their interview questions and the information they collected during their interviews to see if there are other topics they should include in their outline.

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— Show youngsters how to group the information by topic. Use the information that you collected during your own oral history interview for this purpose.
— When youngsters have completed their topic outlines, but before they begin to write their histories, give them a copy of one paragraph from your oral history so they can see how the topic outline translates into written paragraphs.
— Help younger members of the group organize their outlines and prepare their histories.
— Explain to the group that this activity will probably take several weeks to complete and that each member of the group will continue to work on their oral histories when they meet again.

THE NEXT TIME YOU MEET

- Discuss the *THINK ABOUT THIS* questions, page 104, before youngsters continue to write their oral histories.
- Go over directions for *IN THE NEIGHBORHOOD*, page 104, for those youngsters who have finished writing their oral histories.

— Remind youngsters to show their histories to the person they interviewed and to make changes in their histories, if needed.

OTHER THINGS TO DO

The following activities may be used to expand the activities described in "Tell It Like It Was . . . Part II":

Add pictures to your oral history.

- Youngsters may want to take pictures of the person

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they interviewed and compare them with a picture of the same person taken several years before.

- The person interviewed may allow the youngster to draw pictures of important places in their life from old photographs.

Write more oral histories.

- Youngsters may want to interview a young adult and an older adult to see if the events included in each history are different.

Make an oral history book.

- This would be an excellent group activity.
- Youngsters can put all their oral histories in this book.
- Youngsters may even be able to get their book published by a local foundation. You will have to check into this for them if the group decides that this is what they would like to do.

All the News: Ethnic and Neighborhood Newspapers

This activity creates an awareness of the variety of ethnic and neighborhood newspapers published in this city. Youngsters investigate ethnic and neighborhood newspapers and critically analyze them for their content and for ethnic and/or neighborhood slant. They see how ethnic and neighborhood newspapers help strengthen their readers' ethnic and neighborhood pride. As a culminating activity, youngsters begin to write and/or print their own neighborhood newspaper.

OBJECTIVES

This activity offers youngsters an opportunity to:

- become aware of the variety of ethnic and neighborhood newspapers published in the city.
- compare and contrast ethnic and neighborhood newspapers
- read at least two ethnic and neighborhood newspapers
- critically analyze these newspapers for their content as well as their ethnic and/or neighborhood slant
- begin to write and print a neighborhood newspaper
- hypothesize about the purposes of modern-day ethnic and neighborhood newspapers.

MATERIALS NEEDED

Paper
Pencils
List of several ethnic and neighborhood newspapers
Copies of several ethnic and neighborhood newspapers
Several copies of the *Yellow Pages*

PRE-ACTIVITY HINTS

Before presenting "All the News: Ethnic and Neighborhood Newspapers":

- Read through the entire activity in *History, Heritage, and Hearsay*, pages 125 to 127
- Review carefully *THINK ABOUT THIS*, pages 125, 126, and 127. You should discuss these questions with youngsters.
  - — Make sure that you have a few ethnic or neighborhood newspapers available to use as illustrations for *THINK ABOUT THIS*, page 126.
- Review *IN THE NEIGHBORHOOD*, page 125.
  - — Use this sample list of ethnic and neighborhood newspapers to help youngsters identify these types of newspapers. The *Yellow Pages* lists additional ethnic and neighborhood newspapers.

Sample Ethnic and Neighborhood Newspapers

The Philadelphia Spirit
211 So. 53rd Street
Philadelphia, PA 19139
Tele: 748-6661

Queen Village Crier
736 So. 3rd Street
Philadelphia, PA 19147
Tele: 922-5787

South Philadelphia Review
Northwest Corner, 12th & Porter Streets
Philadelphia, PA 19148
Tele: 336-2500

Jewish Exponent
226 So. 16th Street
Philadelphia, PA 19103
Tele: 893-5700

Il Opinione-Progresso
814 So. 8th Street
Philadelphia, PA 19147
Tele: 922-1491

Philadelphia Tribune
522 So. 16th Street
Philadelphi, PA 19146
Tele: 546-1005

Polish Star-Gwiazda
3600 Richmond Street
Philadelphia, PA 19134
Tele: 739-7571

The Irish Edition
P.O. Box 27151
Philadelphia, PA 19118
Tele: 927-4386, 242-5485

Sons of Italy Times
Broad & Federal Streets
Philadelphia, PA 19146
Tele: 732-7501

continued

- You may want to think about dividing the larger group into smaller groups and asking each group to investigate a different ethnic or neighborhood newspaper. Then each group can report to others on their findings—comparing and contrasting them.

- Review *HERE*, page 126, *Write and print your own special newspaper.*
  - This activity is best done in a large group. It is a long-term activity and may take months to complete. You will have to explain this to the young people in your group.
  - You may want to research the workforce of a newspaper office to learn how a newspaper is put together, or ask youngsters to do this. (See *OTHER THINGS TO DO, Find out more about your city's ethnic and neighborhood newspapers*, page 127.)
  - Assign youngsters to write stories, to take pictures, to interview people, to do layouts, printing, etc. You may want to spend time explaining these various jobs and planning assignments with them.
  - If youngsters want to ask store owners for ads, you may have to contact local store owners to prepare them. You may also have to help youngsters identify possible sources for ads and help them make their requests.
  - If youngsters decide to print their newspaper, they will probably need some outside help. Encourage them to do as much as they can on their own, but be ready to help them have it copied and organized for distribution.
  - If youngsters do not want to take on such an ambitious project, they may want to produce an abbreviated newspaper more like a newsletter without advertisements.
  - You can best judge the ability of your group to complete such an activity.
- Review *OTHER THINGS TO DO*, page 127. Consider using one or more of these activities to augment this activity.

THINGS TO DO DURING THE ACTIVITY

- Either ask the young people to silently read the introductory material to "All the News: . . .," page 125, or read it aloud to them.
- Lead the discussion of the *THINK ABOUT THIS* question, page 125. Make sure that you have several ethnic or neighborhood newspapers available so you can point out to youngsters the types of information that can be found in them. Discuss reasons why people might read these special newspapers today.
- Go over the directions to *IN THE NEIGHBORHOOD*, page 125, *Find out about your city's ethnic and neighborhood newspapers.*
  - — Use the sample list of ethnic and neighborhood newspapers to help youngsters identify newspapers.
  - — Have several copies of the *Yellow Pages* available as youngsters make their lists.
  - — Divide your larger group into smaller groups if you think that this will help better organize the activity.
  - — If you do divide the group, make sure that each group reports their findings to other groups.

THE NEXT TIME YOU MEET

- Discuss the *THINK ABOUT THIS* questions, page 126.
  - — If youngsters seem to have a problem discussing the ethnic or neighborhood content of these newspapers, you may want to ask the following questions:

    Are most of the stories only about one ethnic group or neighborhood?

    Do the newspapers' names reflect a certain ethnic group or neighborhood?

    Are most advertisers from one ethnic group or neighborhood?

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- Go over the directions for *Write and print your own special newspaper*, page 126.
  - — Explain to youngsters that this activity will take several weeks, perhaps even several months, to complete.
  - — If youngsters are interested in producing their own newspaper, consider taking them on a tour of special newspapers to research the workforce.
  - — Let youngsters choose the newspaper they want to visit. You will have to arrange to visit with the newspaper owner or editor. (See *OTHER THINGS TO DO* page 127 in *History, Heritage, and Hearsay.*)
  - — Whether or not your group visits an ethnic or neighborhood newspaper, you will want to spend time with the young people to identify the types of stories or news that should be included in their special newspaper. Then assign youngsters to write stories, to take pictures, to interview people, to solicit advertisements or write ads, to do layouts, to do typing, etc. The group may also want to choose a name for their newspaper.
  - — After discussing all of the steps involved in writing and printing a newspaper, let your group decide whether or not they want to take on such an ambitious project at this time. They may want to produce an ethnic or neighborhood newsletter instead. A newsletter might include articles on activities at their community center or on activities in which their group is involved.

OTHER THINGS TO DO

The activities listed on page 127 may be used to expand "All the News: Ethnic and Neighborhood Newspapers." The following suggestions may help in completing these activities:

Find out about special newspapers from long ago.

- Arrange for your youngsters to visit the library.

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This should be at a time when reference librarians in the newspaper section are available to assist them in examining copies of the city's old ethnic and neighborhood newspapers.

- Make sure that youngsters note when these papers were published. They should also be reminded to handle them with care. Often these newspapers are on microfilm. The librarian can teach the youngsters how to operate microfilm machines.
- Youngsters may want to compare and contrast the old newspapers to modern versions of the same papers if they are still being published.

Find out more about your city's ethnic and neighborhood newspapers.

- You will have to arrange for your group to visit the ethnic or neighborhood newspaper office of their choice.
- In arranging their visit, make sure that youngsters will get to talk to the editor as well as to several reporters and photographers. Youngsters will also want to visit the print shop and the layout room.
- Before the visit, meet with youngsters to plan the types of information they want to acquire. It might be a good idea for youngsters to make a list of questions that they will want to ask the editor, reporters, photographers, printers, etc.

What's Cooking? An Ethnic Feast

This activity helps young people learn more about various ethnic groups in South and Southwest Philadelphia by examining different ethnic foods. They compare and contrast ethnic dishes from different ethnic groups, as well as different dishes from the same ethnic group. They research recipes for ethnic dishes and plan ethnic menus, as well as prepare and eat ethnic dishes. At the conclusion of this activity, young people should recognize that most of the foods we eat are ethnic foods.

OBJECTIVES

This activity offers youngsters an opportunity to:

- recognize the prevalence of ethnic foods in Americans' diets
- compare and contrast different ethnic dishes
- compare and contrast different dishes characteristic of one ethnic group
- research the preparation of ethnic dishes
- research the history of ethnic dishes
- plan a menu consisting of ethnic foods
- find a recipe for an ethnic dish
- prepare and/or eat ethnic dishes (optional).

MATERIALS NEEDED

Paper
Pencils
Several ethnic cookbooks (You can find these at the public library.)
Poster showing different ethnic foods with ethnic groups identified

PRE-ACTIVITY HINTS

Before your present "What's Cooking? An Ethnic Feast":

- Read through the entire activity in *History, Heritage, and Hearsay*, pages 133 to 135.
- Make an ethnic foods poster showing the ethnic origin of some foods that youngsters like to eat.
  - — You may want to include pictures of french fries (Belgian), pizza (Italian), hot dogs (German), waffles (Dutch), corn-on-the-cob (Native American), lox and bagels (Jewish).
- Review carefully *THINK ABOUT THIS*, pages 133, 134, and 135. You should discuss these questions with youngsters.
- Review *HERE*, page 134, *Plan an ethnic menu* or *Plan a multiethnic menu.*
  - — You may want to let the group decide which of the two activities they would most like to do.
- Review *IN THE NEIGHBORHOOD*, page 134, *Cook an ethnic dish.*
  - — This can be an ongoing project for youngsters in your group.
  - — This may work well as a small group activity, with one group of youngsters doing research and copying recipes while another group, those who like to cook, actually prepare ethnic dishes and report their findings to the group. Allow group members to taste their dishes.
  - — Cooking ethnic dishes should be encouraged but you should realize that some youngsters may not want to do this, and that some youngsters' parents may not allow them to use their kitchens for this project.
  - — You may also want to do this activity yourself and, if possible, bring samples of your ethnic dishes for youngsters to taste.
- Review *OTHER THINGS TO DO* Page 135. Consider using one or more of these activities to expand this activity.

THINGS TO DO DURING THE ACTIVITY

- To introduce this activity, use your ethnic foods poster. See if youngsters can identify the ethnic origin of each dish. You may have to help them with this. (See Pre-Activity Hints.)
- Ask young people to silently read the introduction to this activity, page 133 in *History, Heritage, and Hearsay*, or read it aloud to them.
- Discuss the *THINK ABOUT THIS* question, page 133.
- Go over the directions for *HERE, Plan an ethnic menu* or *Plan a multiethnic menu.*
  - — Let the group decide which activity they will do.
  - — Allow enough time for youngsters to complete the activity. Help them if they need it.
  - — Display copies of the ethnic menus; let youngsters discuss their choices.
- Discuss the *THINK ABOUT THIS* question, page 134.
  - — This could lead to a discussion of ethnic grocery or specialty food stores, and from this to a general discussion of ethnic neighborhoods.
- If time permits, go over the directions for *IN THE NEIGHBORHOOD, Cook an ethnic dish.*

THE NEXT TIME YOU MEET

- Go over the recipes with the entire group and make sure that your cooks understand what ingredients they need to prepare each dish.
  - — Allow youngsters one week to prepare and eat their dishes. If all the youngsters in your group would like to sample these foods, make sure that the dishes chosen can easily be prepared in advance, store well, and do not require any additional preparation before serving.
  - — Let cooks report on the preparation of each dish to the group.

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- Discuss the *THINK ABOUT THIS* question, page 135.
- See how many youngsters are interested in researching the preparation of and in copying recipes for the ethnic dishes chosen by the group. See how many youngsters are interested in actually preparing a dish.
- If you decide to divide up the activity as described, make sure that the whole group identifies the ethnic dish(es) that the research group will investigate.
- Allow youngsters one week to do their research and copy their recipes.

OTHER THINGS TO DO

The following activities may be used to expand the activities described in "What's Cooking? An Ethnic Feast":

Find out more about an ethnic food.

- Youngsters choosing this activity may want to talk to grandparents or other older adults to get information.
- Youngsters may want to visit some of the older or more established ethnic restaurants.

Have an ethnic feast.

- See how many youngsters in your group are interested in participating in this activity.
- Use some of the recipes that youngsters researched.
- Invite other people in to sample dishes.

Make an ethnic or multiethnic cookbook.

- Youngsters should ask family members and/or friends to contribute recipes and histories to the cookbook.
- Let the group chose a name for the cookbook.

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- Let a small group of youngsters design a cover for the cookbook.
- Let the group decide on how to arrange the recipes. Use other cookbooks for ideas.
- Print the cookbook yourself on a mimeograph or photocopy machine.
- Distribute the cookbook to group members, as well as to family and friends.

Have a neighborhood ethnic feast.

- Ask how many youngsters would like to participate.
- Choose a location for your ethnic feast.
- Invite guests.
- Identify the ethnic origins of dishes you would like to serve.
- Assign youngsters tasks, e.g., making invitations or calling to invite people to the feast; identifying possible dishes desired; requesting that individuals prepare these dishes; insuring that there will be enough dishes prepared; arranging and setting tables; providing enough dishes, silverware, etc.
- Let the group decide if they would like to present an ethnic program or explain to guests what they've been doing in *History, Heritage, and Hearsay*.

Eat in an ethnic restaurant.

- Let the group choose the type of food they would like to eat. They should consider foods that they have never eaten before.
- Check a list of ethnic restaurants in your community.
- Make reservations, check on special menus and group rates.
- Arrange for transportation to the restaurant if it is not within walking distance.
- Secure parental permission.
- Ask youngsters to research the history of their meal if your menu can be selected ahead of time. You may want to ask the chef to discuss the dishes' histories with the group.

History, Heritage, and Hearsay: Other Ethnic Groups in Your Neighborhood

This activity can be either a culminating activity for youngsters or a beginning activity in developing your own community ethnic heritage studies program. Youngsters plan how to investigate other ethnic groups and then research these groups. They can also interview someone from another ethnic group and write about the history and heritage of that group. Participation in this activity helps youngsters to gain an understanding of the history, experiences, and heritage of ethnic groups not examined in *History, Heritage, and Hearsay*.

OBJECTIVES

This activity offers youngsters an opportunity to:

- choose an ethnic group to investigate
- design a research plan for investigating an ethnic group
- identify resources (material and human) appropriate for a research plan
- conduct research to find out about the history, experiences, and heritage of an ethnic group
- gain an understanding of the history, experiences, and heritage of an ethnic group.

MATERIALS NEEDED

Paper
Pencils
Samples of ethnic magazines and/or newspapers
Oral history interview forms
Crayons, colored pens or pencils
Dictionary
List of ethnic groups currently living in Philadelphia

PRE-ACTIVITY HINTS

Before you present "History, Heritage, and Hearsay: Other Ethnic Groups in Your Neighborhood":

- Read through the entire activity in *History, Heritage, and Hearsay*, pages 153 to 155.
- Review carefully *THINK ABOUT THIS*, pages 153, 154, and 155. You should discuss these questions with youngsters.
- Review *HERE*, page 153, *Plan how to investigate other ethnic groups.*
  - Review the list of ethnic groups currently living in Philadelphia. Transfer the list to a large sheet of paper where youngsters can easily see the names.

Other Philadelphia Ethnic Groups

Argentinian-American
Armenian-American
Bangladesh-American
Chinese-American
Costa Rican-American
Cuban-American
Dutch-American
English-American
German-American
Greek-American
Haitian-American
Indian-American
Japanese-American
Korean-American
Lithuanian-American
Native American
Pakistani-American
Puerto Rican and Spanish-speaking American
Russian-American
Southeast Asian-American (Vietnamese, Laotian, Cambodian, etc.)
Swedish-American
Trinidad and Tobago-American
Ukranian-American

  - Add to the list of things to find out about a group.
  - Generate a list of places where youngsters can find answers to these questions, e.g., public library, city archives, newspaper offices, ethnic museums, restaurants, etc.
- Review *IN THE NEIGHBORHOOD*, page 155, *Investigate another ethnic group.*

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- Contact the Human Relations Commission to find out where various ethnic group neighborhoods are in Philadelphia.
- If you have friends or acquaintances who are members of these ethnic groups, see if they would be available for interviews by youngsters in the group.

- Review *OTHER THINGS TO DO*, page 155. Consider using one or more of these activities to expand this activity.

THINGS TO DO DURING THE ACTIVITY

- Ask the young people to silently read the introduction to this activity, page 153 in *History, Heritage, and Hearsay*, or read it aloud to them.
- Lead the discussion of the *THINK ABOUT THIS* questions, page 153.
  - After youngsters have estimated the number of ethnic groups in Philadelphia, display the list of ethnic groups currently living in the city.
  - The second question should provide an introductory discussion to the *HERE* activity, page 153.
- Go over the directions for *HERE, Plan how to investigate other ethnic groups.*
  - After youngsters have reviewed the list of things to find out about an ethnic group see if they can generate any other items to add to this list.
  - See if there are any youngsters who would like to work together as a team to research a group. This activity will probably work well as a group activity.
  - Help youngsters find out where they can locate information.
  - Have them list these places.
- Discuss the *THINK ABOUT THIS* question, page 154.

THE NEXT TIME YOU MEET

- Find out about each team's progress to date.
- Let those group members who would like to report on things of interest they have discovered about the particular ethnic group.
- Discuss the *THINK ABOUT THIS* question, page 154.
- Ask how many youngsters want to continue their investigation by completing one of the *OTHER THINGS TO DO* activities.
- If time permits, go over the directions for *IN THE NEIGHBORHOOD*, page 155, *Investigate another ethnic group.*
- Remind youngsters that this activity can take from several weeks to several months to complete and that you will help each group as needed.

OTHER THINGS TO DO

The following activities may be used to expand the activities described in "History, Heritage, and Hearsay: Other Ethnic Groups in Your Neighborhood":

Interview someone from the ethnic group.

- You may be able to suggest some senior citizens' homes which care for members of particular ethnic groups.
- You will have to make the initial contact with each home's director to ask if youngsters can interview residents.
- See if any of your friends or acquaintances who are members of these ethnic groups are willing to be interviewed.
- Go over the oral history interview forms and outlines with youngsters.

Make your own *History, Heritage, and Hearsay.*

- Help youngsters decide how to present their

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findings. They will also have to decide what information to include and what not to include.

- If necessary, help youngsters make an outline.
- Review their material.
- Help youngsters as they put their final drafts together.
- Since the reserach effort is a team project, each member of the team should have a special job to do in producing the book. One youngster may be better at artwork than another, or one may like to do layouts and production (typing, stapling, etc.). If possible let group members divide up tasks according to their interests.

Suggestions for Managing *History, Heritage, and Hearsay* Learning Activities

As you reviewed the instructions for directing learning activities, you probably noticed that many of the *IN THE NEIGHBORHOOD* activities take several weeks to complete. The following suggestions may help you to manage youngsters' time as they work through activities. You may choose one, combine aspects of each, or develop your own, depending on:

- the frequency that you meet with your group to use the *History, Heritage, and Hearsay* materials
- your own leadership style
- the youngsters you are working with
- the nature of your community center and its programs.

WORKING AT THE SAME TIME

This management strategy offers the most control for the group leader. All of the youngsters work through the activities as they are presented in their guide. They complete one activity before beginning another. They all complete the *HERE* section of the activity before beginning the *IN THE NEIGHBORHOOD* section. While completing a *NEIGHBORHOOD* section that takes two or more weeks, youngsters read and discuss the detailed histories and fictional anecdotes presented in *History, Heritage, and Hearsay*. They also use this time to discuss the *THINK ABOUT THIS* questions whenever they meet. The group leader checks to see how youngsters are progressing in their neighborhood activity and provides assistance if necessary. When youngsters have completed an activity, they usually have a product to present. The group leader should allow time for them to make presentations and to discuss their findings before beginning the next activity.

ALLOWING A CHOICE

This management strategy offers the greatest freedom to youngsters working on the activities. However, it requires that the group leader be familiar with all of the activities and understand them well.

After introducing *History, Heritage, and Hearsay* to youngsters, the group leader allows 30 to 40 minutes for them to review all of the activities in their guide. Then each youngster is given the opportunity to choose three or four activities to complete, and to list the activities chosen in the order he or she intends to complete them. The group leader is given this list. Scheduling forms are provided to help the group leader keep track of the youngsters' progress as they complete their activities. As a youngster completes an activity, he or she begins the next activity of his or her choice.

If several youngsters are working on the same activity at the same time, the group leader can meet with this group to discuss *THINK ABOUT THIS* questions, to check on the group's progress, and to see if the activity can become a team project. If each youngster is working on a different activity, the group leader will have to work with each youngster individually to ask questions, answer questions, and assist where needed.

We also suggest that the group leader allow at least 15 minutes per session for reading and discussing the ethnic group histories and fictional anecdotes. Time should also be set aside for *THINK ABOUT THIS* questions in the activities, for presentations, and for youngsters to discuss their findings with the group.

OVERLAPPING ACTIVITIES

This management strategy offers moderate control for the group leader and some flexibility for the youngsters. The youngsters (with assistance, if needed) choose the order in which they will complete the activities in the guide. The group leader records the order of the activities on the attached schedule and uses it to keep track of each youngster's progress. All the youngsters begin the first activity on the group list at the same time. However, they can complete the activity at their

own pace within a time limit that the group leader and youngsters agree upon.

Youngsters who complete the *IN THE NEIGHBORHOOD* activity before others in their group are given a choice of doing one or more enrichment activities or of beginning the *HERE* section of the next activity on the schedule. It is possible that a youngster will complete all of the activities before others in his or her group.

In order to keep youngsters more or less together as they work through their activities, the group leader can set aside at least 15 minutes in each session for youngsters to read and discuss the ethnic group histories and fictional anecdotes. Additional time can be set aside to discuss *THINK ABOUT THIS* questions for the activities being worked on. Group leaders should assist youngsters as they work to complete each activity and they should allow time for youngsters to present and discuss their findings after each activity has been completed by the group.

Section Three: Glossary/Resources/ Bibliography

Glossary of Selected Terms in *History, Heritage, and Hearsay*

The terms defined below may be difficult for some youngsters using *History, Heritage, and Hearsay* to understand. We hope that this glossary will assist you as you work with the youngsters. If other words not defined in this glossary prove difficult for youngsters, please encourage them to use a dictionary.

anti-slavery—Against slavery.

astronomer—A person who is an expert in astronomy (the science of investigation of the sun, moon, planets, stars, and other heavenly bodies).

bathhouse—A building equipped for bathing. Bathhouses were common in the early 1900s because there was limited plumbing in most houses. For some ethnic groups, use of the bathhouse could be part of a ritual.

blarney—Flattering, coaxing talk.

boarding house—A type of hotel where patrons can buy meals, or a room and meals.

bocce—Lawn bowling game played on a long narrow court.

bustling—Noisy or excited activity; hurried activity.

caterers—People who cook, serve, and deliver food for social affairs.

compatrioti—Fellow countrymen from Italy.

congregation—A gathering of people, usually for worship or religious instruction.

conservation—Careful preservation of natural resources.

culture—The customary beliefs, values, behaviors, institutions, and material objects of a racial, religious, or social group.

delicatessen—A small grocery store selling prepared foods such as cooked meats, smoked fish, cheese, salads, and pickles.

discrimination—Making a difference in favor of or against individuals who are members of ethnic minority groups or who are members of economically deprived groups.

domestic—A household servant.

economic—Having to do with the production, distribution, and consumption of goods and services.

erosion—Being worn away, e.g., the erosion of the soil by water.

famine—Almost complete lack of food; starving.

foreman—An often specially trained man typically in charge of a group of untrained workmen.

hearsay—Something heard from another; rumor; personal recollections.

heritage—Traditions passed on from one generation to the next.

history—The story of significant events in the lives of a group of people.

immigrants—People who come into a country from another country to live permanently.

indentured servant—A person who purchases his passage to a country by signing a contract which binds him/her to work for someone for a given period of time.

industry—Any branch of business or trade.

inequality—Lack of evenness, regularity, or uniformity; variability in opportunity or access.

jokester—A person who jokes, a practical joker.

Kosciuszko Club—A Polish social and civic club named after a famous Polish freedom fighter.

kielbasa—A Polish smoked sausage made of coarsely chopped beef and pork, flavored with garlic and spices.

kosher—Right or clean according to Jewish law.

labor broker—An employment agent who found immigrants to fill jobs.

la familigia—the family; often including parents, children grandparents, cousins, uncles, aunts, and in-laws.

leprechauns—Mischievous elves of Irish folklore usually believed to reveal the hiding place of treasure if caught.

longshoremen—Men who load and unload ships.

lynch—To put to death without a lawful trial, usually by mob action.

mason—A person whose work is building with stone or brick.

metal forging—The act or process of shaping things out of metal.

metropolitan—Of or related to large cities, e.g., metropolitan newspapers.

migrant—A person who moves from one place to another in order to find work, a more tolerant government, or a better place to live.

migration—Moving from one place to another.

needle trades—Occupations involving sewing, embroidery, other work done with a needle.

padroni—Italians who secured employment for other Italian immigrants when they came to the United States, often loaning them money and providing housing for their families.

paesano—A common Italian term for a fellow countryman.

parish—An ecclesiastical district that is governed by one pastor and contains one church.

Passover—A Jewish holiday observed in memory of the sparing of the Jews in Egypt, when the firstborn children of Egyptians were killed and the children of the Jews were passed over.

patriotic—Showing love and loyal support of one's country.

patroness—A woman who is a special supporter of the work of another, perhaps helping with financial or social support.

peddler—A person who travels about selling things carried in a pack or in a cart.

pierogi—Polish dumpling with a meat or vegetable filling.

polka—A lively Polish dance with three steps and a hop in double time.

prejudice—A set of negative attitudes and stereotypes held by an individual toward a particular group of people or a race of people.

pushcart—A light cart pushed by hand.

racism—A belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race.

radioactivity—The property possessed by some elements (as uranium) of spontaneously giving off alpha or beta rays.

recreational—Having to do with amusement or play.

Rosh Hashana—A Jewish holy day that marks the beginning of the Jewish New Year.

segregation—Separation from others; separation of racial minority group members from other racial groups, especially in schools, theaters, and so on, e.g., former segregation of Afro-Americans from other racial groups in the United States.

shanty—A crudely built dwelling or shelter, usually built of wood.

shilling—A British silver coin, worth about 14 cents.

spiritual—A deeply emotional religious song.

stonemason—A person whose work is building with stone or brick.

sweatshops—Places where workers are employed under very bad conditions of work and at very low wages.

synagogue—A place used by Jews for religious instruction and worship.

tanneries—Places where animal hides are prepared to make leather goods.

taproom—A barroom; a room or establishment whose main feature is a bar for the sale of liquor.

textile—Woven fabric; material suitable for weaving, e.g., linen, cotton, silk, wool, etc.

tradition—The handing down of beliefs, opinions, customs, stories, etc., from parents to children, usually by word of mouth or example.

traditional—Handed down by tradition, customary.

tzedakah—Hebrew word meaning charity or the giving of charity.

Underground Railroad—(Before the abolition of slavery) a cooperative effort by active antislavery people in the United States to secretly help runaway or fugitive slaves to escape to Canada or other places of safety.

union—A group of workers joined together to protect and promote their interests.

unskilled—Not trained; not expert.

vocational—Having to do with some occupation, trade, etc.

weaver—A person who weaves (makes fabric out of threads) as a regular occupation.

yellow fever—A dangerous infectious disease of warm climates, transmitted by the bite of a certain breed of mosquito.

Yiddish—A language which developed from a dialect of German. Yiddish contains many Hebrew expressions. It is spoken by Jews in Russia and Central Europe.

Yom Kippur—A Jewish holy day observed by abstinence from food and drink and by the daylong recitation of prayers of repentance in the synagogue. Also called "Day of Atonement."

Selected Ethnic Resources

Because Philadelphia is a city of ethnic groups, it is a city of ethnic resources. Any attempt to list *all* the ethnic resources available in Philadelphia would be futile. However, we offer the following list of people, places, organizations, and things as a sample of the many ethnic resources that can be found in South and Southwest Philadelphia, as well as in Philadelphia-at-large. Before taking advantage of many of these resources, we suggest that you investigate them to see how they can best meet your needs and to make whatever arrangements are necessary. Also, we suggest that you add to this list using your own experiences and those of the youngsters with whom you are working.

Multicultural

Balch Institute for Ethnic Studies
18 South 7th Street
Philadelphia, PA 19106
Telephone: 925-8090
(Maintains a museum and library focusing on the histories and heritages of Philadelphia's ethnic groups.)

Free Library of Philadelphia (Central Library)
19th Street & Benjamin Franklin Parkway
Philadelphia, PA 19103
Telephone: 686-5322 (General information)
(Maintains a collection of films, books, newspapers and magazines on different ethnic group histories and heritages.)

International House of Philadelphia
3701 Chestnut Street
Philadelphia, PA 19104
Telephone: 387-5125
(An educational, cultural, and social center for foreign students offering different ethnic folk festivals throughout the year.)

Mummers Museum, Inc.
2nd Street & Washington Avenue
Philadelphia, PA 19127
Telephone: 336-3050
(An action-oriented museum featuring history of this South Philadelphia tradition, as well as various Irish, Italian, and Polish mummer groups, their costumes, and films of previous parades. Youngsters can even try on costumes and do the mummers' strut.)

Nationalities Service Center of Philadelphia
1300 Spruce Street
Philadelphia, PA 19107
Telephone: 893-8400
(Provides social assistance to all foreign immigrants coming to Philadelphia through educational and counseling programs. Also holds an ethnic folk fair every two years at the Civic Center.)

Office of Curriculum and Instruction
Social Studies Education
The School District of Philadelphia
21st Street & The Parkway
Philadelphia, PA 19103
Telephone: 299-7797
(Has educational materials for ethnic studies on a variety of Philadelphia ethnic groups.)

South Philadelpnia Review Chronicle
12th & Porter Streets
Philadelphia, PA 19148
Telephone: 336-2500
(Business office of this weekly publication focusing on activities in South Philadelphia.)

University Museum
33rd & Spruce Streets
Philadelphia, PA 19147
Telephone: 243-4000
(Museum on the University of Pennsylvania campus regularly presents exhibitions and programs focusing on various ethnic groups and their heritages.)

Urban Archives, Paley Library
Temple University
Berks Mall
Philadelphia, PA 19132
Telephone: 787-8257
(Sponsors and houses research on the urban history of Philadelphia including some research on a number of the ethnic groups that settled in the city.)

Afro-American

Afro-American Historical and Cultural Museum
7th & Arch Streets
Philadelphia, PA 19106
Telephone: 574-3671
(This museum presents various exhibitions and programs on Afro-American and African history, life, and culture.)

Office of African and Afro-American Studies
School District of Philadelphia
21st Street & The Parkway
Philadelphia, PA 19103
Telephone: 299-7795
(Has educational materials on African and Afro-American studies.)

Berean Institute
1901 West Girard Avenue
Philadelphia, PA 19130
Telephone: 763-4833
(Founded in 1899 by Matthew Anderson to provide educational training for Afro-Americans.)

Berean Savings and Loan Association
5228 Chestnut Street
Philadelphia, PA 19139
Telephone: 472-4545
(Oldest and largest Afro-American managed financial institution.)

Black Soldiers Monument
Lansdowne Drive
West Fairmount Park
Philadelphia, PA
(Erected in 1934 in memory of the Afro-American soldiers who fought in various wars.)

Civic Center Museum
Civic Center Boulevard & 34th Street
Philadelphia, PA 19104
Telephone: 823-7350
(Offers an exhibit on African heritage.)

Ile Ife Black Humanitarian Center, Inc.
2544 Germantown Avenue
Philadelphia, PA 19133
Telephone: 225-7565
(Cultural center specializing in African and modern dance. Arthur Hall Afro-American Dance Ensemble rehearsals every Monday and Thursday night.)

Ile Ife Museum of Afro-American Culture
2300 Germantown Avenue
Philadelphia, PA
Telephone: 765-2442
(Presents exhibits of Afro-American art and culture.)

Mother Bethel African Methodist Episcopal Church
419 South 6th Street
Philadelphia, PA 19147
Telephone: 925-0616
(The first Afro-American AME Church in the United States; provides religious history of Afro-Americans in Philadelphia.)

Philadelphia Tribune
522 South 16th Street
Philadelphia, PA 19146
Telephone: 546-1005
(Editorial department and business office of this Afro-American weekly newspaper.)

Progress Arrow Enterprises
Roberts & Stokley Avenue
Philadelphia, PA
Telephone: 849-6400
(Afro-American industrial complex manufacturing electronic materials.)

South Philadelphia Branch of NAACP
1801 Christian Street
Philadelphia, PA 19146
Telephone: 546-5523
(Civil rights organization, publishes a variety of pamphlets concerning its current activities.)

St. Thomas Episcopal Church
52nd & Parrish Streets
Philadelphia, PA 19123
Telephone: 473-3065
(Oldest Afro-American Episcopal Church in Philadelphia.)

Zoar United Methodist Church
1204 Melon Street
Philadelphia, PA 19123
Telephone: 769-3899
(Oldest established black Methodist Church in Philadelphia.)

Irish-American

Aer Lingus—Irish Airlines
2000 Market Street
Philadelphia, PA 19103
Telephone: 561-3650
(Exhibits colorful posters of Ireland.)

St. Augustine's Rectory
243 North Lawrence Street
(Between 4th & Vine Streets)
Philadelphia, PA 19106
Telephone: 627-1838
(Catholic Church to which George Washington contributed; publishes a pamphlet on early Irish history in Philadelphia.)

St. Mary's Church
252 South 4th Street
Philadelphia, PA 19106
Telephone: 923-7930
(In the churchyard are buried a number of leading Philadelphia Irish-Americans from the period of the American Revolution, including John Barry.)

Statue of John Barry
Located in front of Independence Hall
Between 5th & 6th Streets on Chestnut Street
Philadelphia, PA 19106
(Irish-born father of the American Navy.)

Statue of John B. Kelly, Sr.
Located on East River Drive near Columbia Avenue Bridge
East Fairmount Park
Philadelphia, PA
(One of Philadelphia's leading Irish-Americans.)

Italian-American

Annunciation B.V.M. Parish
1511 South 10th Street
Philadelphia, PA 19147
Telephone: 334-0159 (Rectory)
(One of the oldest Catholic churches serving the Italian community of South Philadelphia since 1865.)

Il Opinione-Progresso
814 South 8th Street
Philadelphia, PA 19147
Telephone: 922-1491
(Business office of this Italian newspaper.)

Italian Market
Located between South 8th and South 10th Streets and between Christian and Federal Streets.
Open Tuesdays through Sunday from 6:00 a.m. to 6:00 p.m.
(Open-air market with Italian specialties and restaurants.)

Italo-American Bocce Social Club of Philadelphia
2001 Point Breeze Avenue
Philadelphia, PA 19145
Telephone: 467-3229
(Cultural, recreational, and social club.)

St. Mary Magdalen de Pazzi Roman Catholic Church
712 Montrose Street
Philadelphia, PA 19147
Telephone: WA 2-3695
(One of the first Italian nationality Catholic churches.)

Jewish-American

European Dairy Restaurant
20th & Sansom Streets
Philadelphia, PA 19103
Telephone: 568-1298
(Restaurant serving strictly kosher foods.)

Federation of Jewish Agencies of Greater Philadelphia
1511 Walnut Street
Philadelphia, PA 19102
Telephone: 893-5600
(Plans and coordinates programs of social service, education, and philanthropic activities.)

Fleisher Art Memorial
719 Catherine Street
Philadelphia, PA 19147
Telephone: 922-3456
(Art school offering classes to adults and children, named after famous Jewish-American family.)

Jewish Archives of Philadelphia
625 Walnut Street
Philadelphia, PA 19106
Telephone: 923-2729
(Provides research on the history of Philadelphia's Jewish-Americans.)

Jewish Exponent
226 South 16th Street
Philadelphia, PA 19103
Telephone: 893-5700
(Editorial department and business office of this Jewish weekly newspaper.)

Jewish History Museum of America
5th & Arch Streets
Philadelphia, PA 19106
Telephone: 923-3811
(Museum presents exhibits and materials on the history of Jewish-Americans.)

Jewish Publication Society of America
117 South 17th Street
Philadelphia, PA 19103
Telephone: 564-5925
(Provides publication resources on Jewish-Americans.)

Jewish Ys and Centers of Greater Philadelphia
401 South Broad Street
Philadelphia, PA 19147
Telephone: 545-4400
(Provides social, recreational, cultural, and informal educational activities for Philadelphia's Jewish community.)

Society Hill Synagogue
418 Spruce Street
Philadelphia, PA 19106
Telephone: 922-6590
(One of Philadelphia's earliest Jewish synagogues.)

Polish-American

Kosciuszko Residence
3rd & Pine Streets
Philadelphia, PA
Telephone: (U.S. Park Service Information) 597-7018
(Home of famous Polish-born American patriot.)

Polish Everybody's Daily
1015 Chestnut Street
Philadelphia, PA 19106
Telephone: 739-7571
(Offices of Polish-American newspaper.)

Polish Heritage Society of Philadelphia
c/o Frances C. Ganiszewski
2719 Orthodox Street
Philadelphia, PA 19137
Telephone: 289-8921
(Provides information and research on Polish-American history.)

Polish Star-Gwiazda
3022 Richmond Street
Philadelphia, PA 19134
Telephone: 739-7571
(Business office of this Polish-American weekly newspaper.)

St. Adalbert's Church
2645 East Allegheny Avenue
Philadelphia, PA 19134
Telephone: 739-3500 (Rectory)
(Polish nationality Catholic church where Masses are conducted in Polish and artwork by Polish immigrants can be seen.)

St. Stanislaus Church
242 Fitzwater Street
Philadelphia, PA
Telephone: WA 5-2631
(Polish nationality Catholic church where Masses are still said in Polish.)

Walking Tour of Polish-American Neighborhood
2400-2700 Blocks of East Allegheny Avenue
Also Richmond Street off of Allegheny Avenue
Philadelphia, PA 19134
(Polish shopping area with bakeries and other ethnic shops.)

Bibliography of Selected Readings in Ethnic Heritage Studies

This bibliography of selected readings in ethnic heritage studies is provided for those adults who are interested in learning more about ethnic studies and/or who would like to develop their own community ethnic heritage studies program. The bibliography is divided into six sections. Section one provides selected readings in ethnic studies and multicultural education. Sections two through six provide selected readings on each of the five ethnic groups studied in *History, Heritage, and Hearsay*. In each section, the suggested reading level (adult or youngster) of the material is identified and those publications which are especially useful are starred.

All of these publications can be found either at the public library, at a local university or college library, or purchased from the publishers.

Section I: Selected Readings in Ethnic Studies and Multicultural Education

For Adults -

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Blicksilver, E. *The ethnic American woman: Problems, protests, lifestyle*. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1978.

*Bodnar, J. E. (Ed.). *The ethnic experience in Pennsylvania*. Lewisburg, Pa.: Bucknell University Press, 1973.

Cortés, C. E. *Multicultural education: A global perspective*. Los Angeles: UCLA Curriculum Inquiry Center Publications, 1977.

Davis, A. F., & Haller, M. H. *The peoples of Philadelphia: A history of ethnic groups and lower class life*. Philadelphia: Temple University Press, 1973.

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Grant, C. A. (Ed.). *Multicultural education: Commitments, issues and applications*. Washington, D.C.: Association for Supervision and Curriculum Development, 1977.

Haley, F., Hustleby, S., & McCormick, R. *Ethnic studies handbook for school librarians.* Boulder, Colo.: Social Science Education Consortium, Inc., 1978.

Inglehart, B. F., & Mangione, A. R. *The image of pluralism in American literature: An annotated bibliography.* New York: Institute on Pluralism and Group Identity of the American Jewish Committee, 1974.

Jaipaul. *Directory of ethnic resources of Philadelphia and Delaware Valley.* Philadelphia: Ethnic Heritage Affairs Institute, Inc., 1976. (Available at the Balch Institute for Ethnic Studies. See *Resources Guide* for address.)

Katz, Judy H. *White awareness: Handbook for anti-racism training.* Norman, Okla.: University of Oklahoma Press, 1950.

*Leon, W. Preparing a primary source package on your community's history. *Social Education,* 1980, *44*(7), 612-618.

Lord, C. I. *Teaching history with community resources* (2nd ed.). New York: Teachers College Press, 1967.

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Office of Curriculum and Instruction. *Ethnic studies: Lessons and activities.* Philadelphia: The School District of Philadelphia, 1974.

Pate, G. S. Research on prejudice reduction. *Educational Leadership,* 1981, *38*(4), 288-291.

Pennsylvania Department of Education. *Equal rights: An intergroup education curriculum.* Harrisburg, Pa.: Author, 1976.

*_____. *New perspectives: A bibliography of racial, ethnic and feminist resources.* Harrisburg, Pa.: Author, 1977.

*_____. *Guidelines for oral history. What? Why? How?* Harrisburg, Pa.: Author, 1978.

The Philadelphia Bulletin. *The neighborhoods of Philadelphia.* Philadelphia, Pa.: Bulletin Company, 1969.

*Rosen, P. *The neglected dimension: Ethnicity in American life.* Notre Dame-London: University of Notre Dame Press, 1980.

Thernstrom, S., Orlov, A., & Handlin, O. (Eds.). *Harvard encyclopedia of American ethnic groups.* Boston: Harvard University Press, 1980.

Washburn, D. E. (Ed.). *The peoples of Pennsylvania: An annotated bibliography of resource materials.* Pittsburgh: University of Pittsburgh, 1981.

Watts, J., & Davis, A. F. *Generations: Your family in modern American history* (2nd ed.). New York: Alfred A. Knopf, 1978.

For Youngsters

Manning, C. *The immigrant woman and her job* (2nd ed.). New York: Arno Press and The New York Times, 1970.

*Terkel, S. *Hard times.* New York: Avon Books, 1971.

Walden, D. *Pennsylvania: An ethnic sampler.* State College, Pa.: Pennsylvania State University, 1973.

*Wigginton, D. *Foxfire books: Hog dressing, log cabin building, mountain crafts, foods, planting by the signs, snake lore, hunting tales, faith healing, moonshining and other affairs of plain living.* Garden City, N.Y.: Doubleday and Co., Inc., 1972.

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For Adults

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*Bennett, L. *Before the Mayflower: A history of the Negro in America, 1619-1964.* Baltimore, Md.: Penguin Books, 1970.

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*Hersberg, T. Free blacks in ante-bellum Philadelphia: A study of ex-slaves, free-born and socio-economic decline. *Journal of Social History*, 1971.

Levine, L. *Black culture and black consciousness.* New York: Oxford University Press, 1976.

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For Adults

*Barrett, J. P. The life and death of an Irish neighborhood. *Philadelphia Magazine*, 1970, *41*, 85-87; 128; 130; 134; 136-137.

Campbell, J. H. *History of the Friendly Sons of St. Patrick and of the Hibernian Society for the Relief of Emigrants from Ireland.* Philadelphia: Hibernian Society, 1892.

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*_____. *The Irish in Philadelphia: Ten generations of urban experience.* Philadelphia: Temple University Press, 1974.

*McCormick, B. The importance of being Irish. *Philadelphia Magazine*, 1970, *61*, 79-83.

For Youngsters

*Beckley, Z. *A chance to live*. New York: MacMillan Co., 1918.

Farrell, J. T. *Danny O'Neill*. New York: Vanguard Press, 1936.

*McDonnell, V. R. *The Irish helped build America*. New York: Messner, 1969.

Reilly, R. T. *Rebels in the shadows*. Milwaukee, Wis.: The Bruce Publishing Co., 1962.

*Shannon, W. V. *The American-Irish*. New York: MacMillan Co., 1963.

Smith, B. *Maggie-now*. New York: Harper & Row, 1971.

Section IV. Selected Readings in Italian-American History

For Adults

Biagi, E. L. *The Italians of Philadelphia*. New York: Carleton, Press, 1967.

I-Am. New York: I-Am Publishing Company.

*Iorizzo, L. J., & Mondello, S. *The Italian-Americans*. New York: Twayne Publishers, Inc., 1971.

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*Bennesutti, M. *No steady job for papa*. New York: Vanguard Press, 1966.

*Grossman, R. P. *The Italians in America*. Minneapolis, Minn.: Lerner Publications, 1971.

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*Klein, E. M. *Guidebook to Jewish Philadelphia: History, landmarks, donors of the Jewish community to the life of Philadelphia, 1703-1965.* Philadelphia: Jewish Times Institute, 1965.

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For Youngsters

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*Galush, W. The Polish National Catholic Church: A survey of its origins, development and missions. *Record of the American Catholic Historical Society of Philadelphia*, 1972, *83*(3-4), 131-149.

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Lopata, H. Z. *Polish Americans.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976.

Ochorowicz-Monatowa, M. *Polish cookery.* New York: Crown Publishing Co., 1974.

*Wythrwal, J. A. *America's Polish heritage.* Detroit, Mich.: Endurance Press, 1961.

For Youngsters

*DeAngeli, M. *Up the hill.* Garden City, N.Y.: Doubleday and Company, Inc., 1942.

Estes, E. *The hundred dresses.* New York: Harcourt Brace, 1944.

*Harman, M. *Polish pioneers of Pennsylvania.* Chicago: Polish Roman Catholic Union of America, 1941.

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Other Materials in Ethnic Heritage Studies

A model program in multi-ethnic heritage studies: Multi-ethnic curriculum units—primary, intermediate and secondary levels. Mankato, Minn.: Mankato State College Minority Group Study Center, 1974.

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Rubin, R. *Jewish children's songs and games.* Folkways Records and Service Corporation, 1957. (Album No. FC 7224)

Family Migration—United States

Family Migration—World

100

101

Routes Family Travels Questionnaire

1. What year were you born? _____

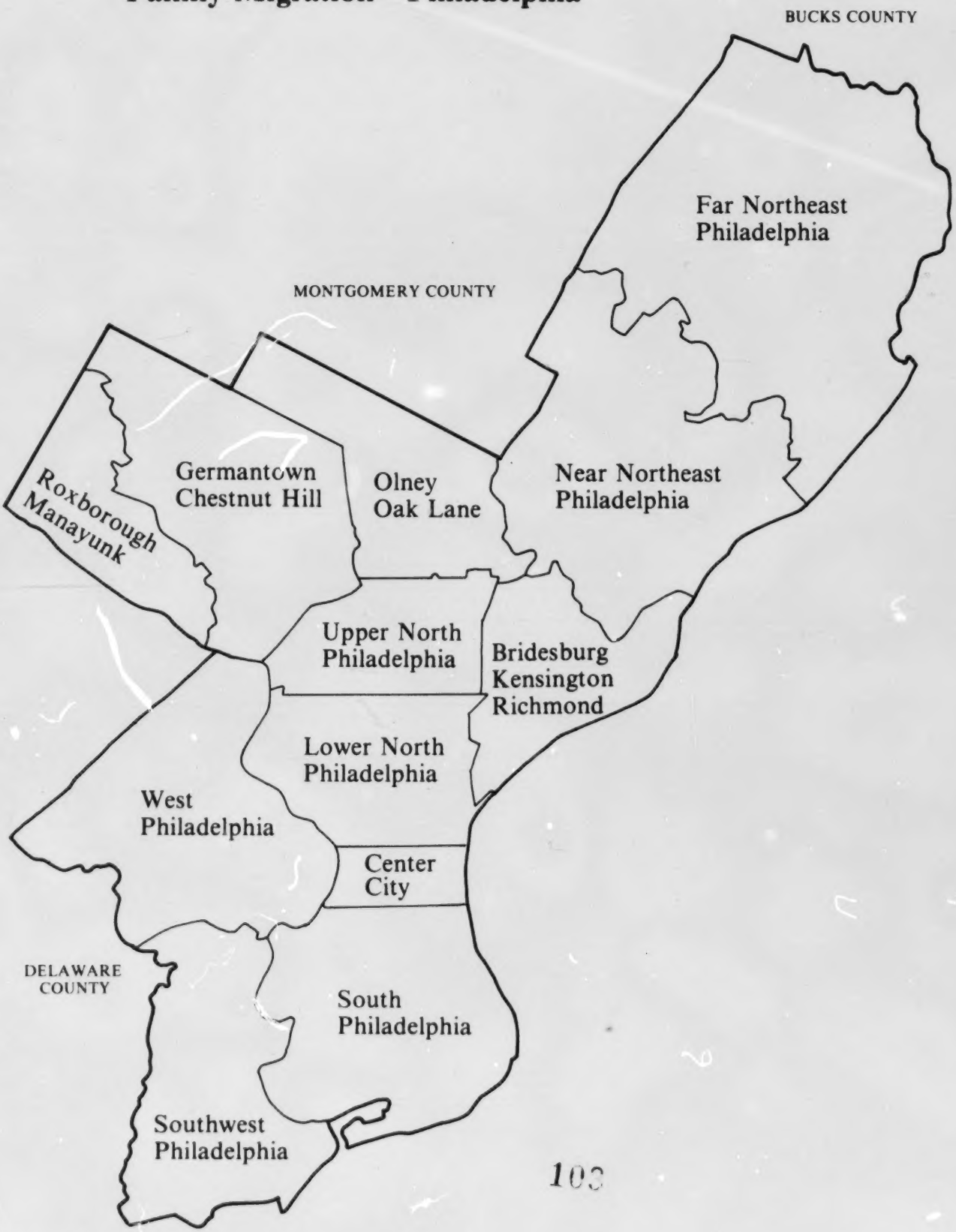
2. Where were you born? _____
   City State Hospital (or if in home give address)

3. How many times have you moved in your life? _____

4. On this chart, list all the places you have lived in your life. Start with the place you were born. List the country, state, city, and street where you lived. List the date you moved to each new place. List the main reason you moved, too.

Place Moved	Date Moved	Main Reason for Moving

Family Migration—Philadelphia



Management Schedule

(to use if allowing youngsters choice of Learning Activities in *History, Heritage, and Hearsay)*

Directions: Write the names of the youngsters in your group in the space provided below. Then check the appropriate activities that youngster plans to complete in the space provided to the right. Also write the date that each activity is begun and completed in the space provided.

History, Heritage, and Hearsay Learning Activities

Youngsters' Names	Me, Myself, and I: Making Identity Collages				Thinking Positively: Making Ethnic Posters				A Day at a Time: Keeping a Diary				Tell It Like It Was: Oral Histories—Part I				Routes: Tracing Your Family's Travels				The Image of a Neighborhood: It All Depends				Tell It Like It Was: Oral Histories—Part II				What's in a Name? The Ethnic Identity of Names				All the News: Ethnic and Neighborhood Newspapers				What's Cooking? An Ethnic Feast				History, Heritage, and Hearsay: Other Ethnic Groups in Your Neighborhood			
	Check if Chosen	Date Begun	Date Completed		Check if Chosen	Date Begun	Date Completed		Check if Chosen	Date Begun	Date Completed		Check if Chosen	Date Begun	Date Completed		Check if Chosen	Date Begun	Date Completed		Check if Chosen	Date Begun	Date Completed		Check if Chosen	Date Begun	Date Completed		Check if Chosen	Date Begun	Date Completed		Check if Chosen	Date Begun	Date Completed		Check if Chosen	Date Begun	Date Completed		Check if Chosen	Date Begun	Date Completed	

Management Schedule

(to use if overlapping the Learning Activities in *Historiy, Heritage, and Hearsay*)

Directions: Write the names of the *History, Heritage, and Hearsay* Activities in the order that your group of youngsters has chosen to complete them in the space at right. Then write the names of the youngsters in your group in the space provided below. Also write the date that each youngster begins and completes the activity in the space provided.

History, Heritage, and Hearsay Learning Activities (in order chosen to complete by group)

Youngsters' Names	Date Begun	Date Completed	Date Begun	Date Completed	Date Begun	Date Completed	Date Begun	Date Completed	Date Begun	Date Completed	Date Begun	Date Completed	Date Begun	Date Completed	Date Begun	Date Completed	Date Begun	Date Completed	Date Begun	Date Completed